

The BUSINESS EDUCATION World

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1941

FOR A
STRONG
AMERICA
AMERICAN
EDUCATION
WEEK
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A NEW TEXT FOR

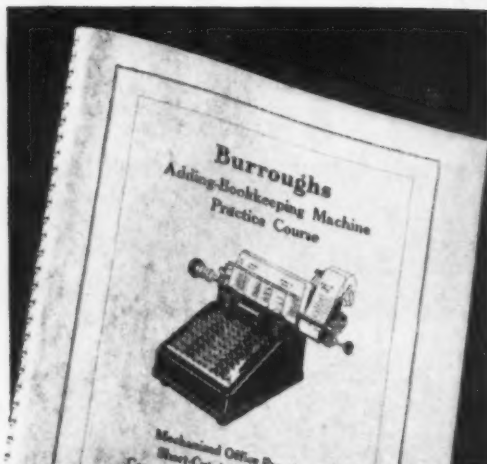
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Downing a Bogey

JAMES L. MURSELL, Ph.D.

★ Is there any truth at all in the pupil's contention that the study and practice of shorthand writing lessen his ability to spell? . . . Isn't this the same as claiming that the study and practice of French would weaken the mastery of English?

THE claim that the study and practice of shorthand writing weaken the learner in his capacity to spell English is a particular instance of a general idea very familiar to all psychologists who deal with the problems of learning. This is the idea of what is known as "negative transfer."

Negative transfer would occur when the acquisition of one skill undermined or weakened another. Thus, it is said that playing badminton is bad for one's tennis game, that baseball interferes with one's golf swing, that doing carpentry or running the typewriter destroys the delicacy of one's touch at the piano.

In just the same way, stenographers often assert that shorthand weakens their spelling, because shorthand is written on a phonetic basis, while English spelling is, to a considerable extent, arbitrary. Is there any truth in such claims?

In general, the decisive answer must be: No. We have extremely little concrete and definite evidence of negative transfer anywhere. Different skills, and the acquisition of them, rarely seem to interfere with one

another. If anything, they tend to be mutually beneficial. It would be a great pity if the opposite were true; for then, clearly, one would do well to specialize just as narrowly as possible and to avoid branching out, for fear that new acquisitions might jeopardize past gains.

Fortunately, there is no need to fear that such things will happen, and people are coming more and more to recognize that this is true. Pianists and violinists don't coddle their hands as they used to do. Sportsmen find that they can enjoy proficiency in many types of athletics without some proficiencies undermining others. And a person beginning to learn shorthand need not fear that at the end of the process he will suddenly find himself turned into a very bad speller.

The reason why claims for negative transfer are so often made is that people find it convenient to believe them. They furnish good excuses! The pianist doesn't want to do chores, and so he says that he will be injured unless he avoids them. A man's tennis game or golf swing leaves something

to be desired, so he puts the blame on badminton or baseball. Bogies of this kind are often very useful household pets, and psychologists know well how prone we are to appeal to them.

Passing on the blame in this way is like saying that one made a mess of handling an organization because one lacks "executive talent," or writes wretched English because of a lack of "literary ability," or goes to pieces on computational work because of having no "bump" for mathematics. Such claims are not explanations. They are only alibis.

The plain fact is that one has failed on a job. There will certainly be definite reasons for the failure; and it is very probable that they can be overcome if intelligently and courageously faced. But when one gives an abstract name to one's failure, and insists that this explains the whole thing, one is merely dodging and being stupid. So also with the stenographer who claims that shorthand has ruined her spelling. In all probability she wasn't so good a speller in the first place, and shorthand study has had precisely nothing at all to do with the matter.

When Learning Does Conflict

I do not mean that negative transfer is impossible, or that the acquisition of one ability can never interfere with another. But this happens only when one job of learning directly clashes with another. Here is an actual instance of Latin translation achieved by a boy in high school:

"L. Lucullus was able to remedy a part of this grave war and disaster by your united order, part of the army was sent away and part handed over to M. Glabrio because you follow the manner shown by the example."

There is good reason to believe that considerable amounts of this kind of thing will be harmful to a person's capacity to write clear and comprehensible English. The reason is obvious. There is a direct, head-on conflict. As the youngster works away at digging out Latin meanings, he is actually practicing bad English.

But as between writing shorthand symbols

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and spelling words in longhand, there is no such interference. The two processes are different. But then, the same is true of almost any pair of processes one can mention, and there is no direct clash at all.

This would be so even if all shorthand symbols were complete phonetic symbols. All that one could say would be that shorthand and spelling call for different adjustments; but there would be no apparent reason why they should "get in each other's hair."

But even this much is not true; for, as a matter of practice, while shorthand is written on a phonetic basis, the majority of running words are written in code: as, for example, the writing of *n-k* for *enclose*. Why should this interfere with spelling?

Puzzles vs. Poetry?

It would certainly be a poor soul who feared to learn anything new lest this might mean an automatic unlearning of what had already been gained. Crossword puzzles don't interfere with poetry. Mathematics doesn't undermine one's ability to enjoy, or perform, or compose music. What possible reason is there to imagine that when a stenographer learns to use the symbol formation *n-k*, he is automatically being driven to spell the corresponding word "inclose" instead of "enclose"? The two things just don't go together, or affect each other in any direct fashion.

Still, as you will recall, I have not denied that in some cases negative transfer may oc-

cur. Let us return to the instance of Latin translation, for it is quite instructive in regard to the point in question. You would say, would you not, that a teacher who permitted a pupil to go on and on turning out atrocities of the kind quoted was doing a bad and clumsy job of teaching Latin itself? Messy work with Latin is producing messy results with English. This is where the danger lies.

In exactly the same way, a pupil who is a slovenly and insecure speller to begin with may actually be weakened still further if allowed to learn shorthand in a slovenly fashion. But keep the two things separate, and treat them intelligently and properly, and they will not interfere at all.

The acquisition of shorthand skill is, to a considerable extent, a matter of ear training, though of course by no means wholly so. The learner must come to identify and respond to the phonetic components of language. To some extent, we all do this when listening to other people talk, but the shorthand writer must do it more completely and with more precision than the ordinary person. He builds up a reaction to language that is not wholly strange or unfamiliar to the rest of us, but he carries it to an unusual degree of specialization and control. To repeat, there is, of course, much more than this to shorthand skill, but this is an important component. This is the direction he follows, going farther than the person who does not need—or at least does not possess—this special skill.

Spelling Requires Eye Training

Spelling, on the other hand, is quite largely a matter of eye training; though here, again, this does not tell the entire story. Part of the job of a good stenographer is to transcribe his shorthand copy into properly spelled and punctuated English. Therefore, he ought to learn the businesslike and assured use of his ears and eyes. There is no reason why these two jobs should interfere with or have any bad effects upon each.

The problem of how one learns to spell has been under investigation for a long time, and some positive and very helpful results

have been achieved. It is known that the conventional method of memorizing long spelling lists is not of much avail.

As a matter of fact, this was demonstrated on a grand scale nearly fifty years ago. A spelling test was given to many thousands of children. The schools from which they came devoted anywhere from 10 to 40 minutes a day to spelling drills of the ordinary type; yet the performance of the children on the test showed absolutely no relationship at all to the amount of such work to which they had been subjected. The spelling grind proved to be entirely futile.

When these findings were reported, they caused much indignation among conventionally minded teachers; yet they have never been refuted, and, indeed, subsequent studies have amply confirmed them. There are few better illustrations of the fact that routine repetition and mere hard work without intelligent direction do not lead to effective learning.

Poor Vision, Poor Spelling

Our best present-day methods of teaching people how to spell operate in quite a different direction. For example, it is known that many people who spell badly suffer from uncorrected vision; and it has been claimed, on the basis of much reliable evidence, that if all children in school were properly fitted with glasses, there would be more improvement in this particular ability than could be brought about by any conceivable amount of drill.

Therefore, if any of your students are poor spellers, the first thing to do is to make an eye examination.

We know also that a great many spelling errors come from sheer carelessness in looking at words. As we read print in the ordinary way, we do not see every part of every word. For purposes of reading, this is quite all right, for inference is an important factor in the reading process, which would be greatly impeded and slowed down if we looked at every letter or every detail.

For spelling, however, it is by no means all right. Spelling errors often come from looking at the beginning of a word while failing to notice its ending; or contrariwise,

from looking at the ending of a word but neglecting to observe how it starts. Or a person may look at the top of a word but not at its bottom. This all illustrates what is meant by saying the spelling depends largely on eye training.

Another peculiarity of spelling is the presence and persistence of what are sometimes called "demons." There are words that a person constantly misspells. They are very characteristic. A bad speller will not be equally bad with all words. His errors will cluster about a relatively small number of them. It might, then, seem an easy matter to attack these troublesome items and clear them up. Unfortunately, in practice, the matter is not so simple, for the "spelling demons" seem well able to survive attacks by way of hard and directed drill.

There is one certain way of conquering them, however, and that is to have the victim really *notice* them. For instance, there is the case of a boy who always spelled the word "defy" with an "i"—that is, as "dify." Much drill, repetition, and writing out of the correct version seemed to leave the error untouched. But the moment he was given the nonsense line, "The demons deeply defy me," he never made the mistake any more.

Observation and Spelling

It may be remarked in passing that the spelling rules often set up are not particularly practical or helpful. We find that a great many people who are able to recite a given rule will cheerfully break it in practice. Anyway, all the rules together apply to hardly more than 10 per cent of the spelling problems a stenographer will face in the course of a business day.

Spelling, then, is a certain kind of *skilled noticing*. It depends largely upon the complete and attentive observation of words. Good teaching proceeds on this principle and employs various devices to promote noticing.

Reading, like spelling, also depends upon looking at the printed page. But the reader looks in a different manner from that required to build spelling ability. Does practice in reading help or hinder spelling? As far as we know, the answer is that it

has comparatively little effect either way. If anything, it may help, for there is some tendency for good readers to be good spellers also.

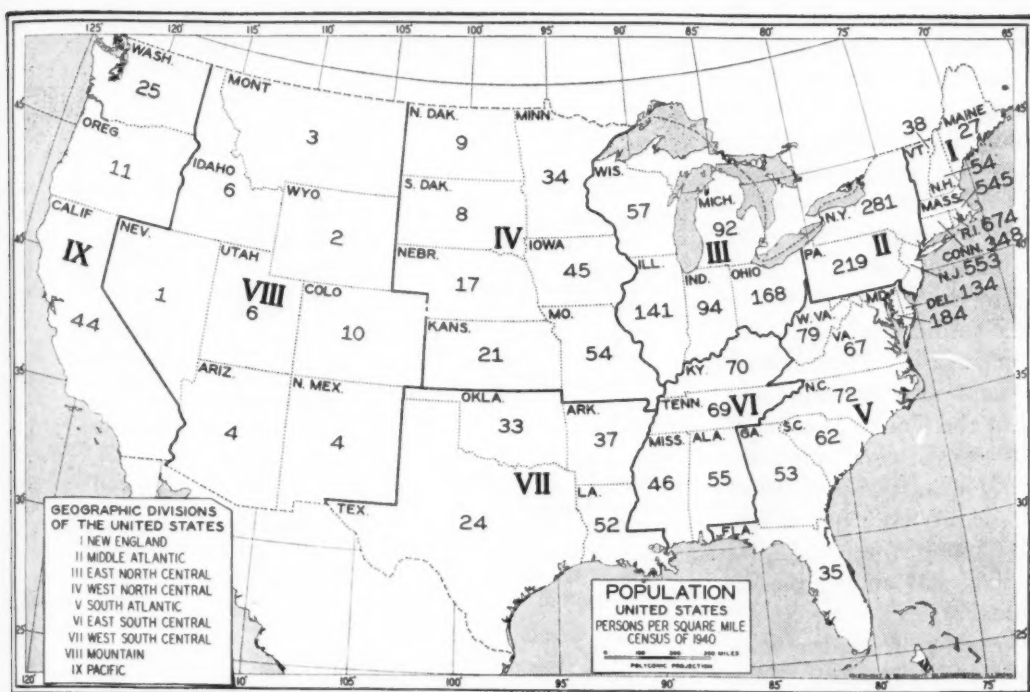
One thing, however, is certain: There is no negative transfer. When we come to shorthand, we are dealing with a process much more remote from spelling than is reading, for now the ears become of great importance. Thus, there is even less reason to expect negative transfer.

As I have said, shorthand practice is likely to have a harmful effect on spelling only when spelling itself is very weak and when shorthand is taught in a slovenly fashion. Both skills depend upon their own special kind of *orderly noticing* and are properly taught only when this principle is applied. When shorthand is taught in a routine and unintelligent way, and when the learner is already bad at spelling, the result may be to make all his perceptual responses to language still more jumbled and disorganized.

Can shorthand properly taught and learned improve spelling ability? Is there any considerable possibility of *positive* transfer? Almost certainly not. The two skills are different and are not very apt to affect one another favorably or unfavorably. The only qualification to this statement is that a businesslike, intelligent, concentrated attitude in the one connection may be helpful in the other, also. Moreover, it is quite true that those responsible for teaching the stenographer should attend to spelling as well as to shorthand.

THE FIRST ISSUE of the *Art Typing Contest Journal* suggests an unusual kind of gift: an art-typed portrait, \$3 in black and white, \$5 in colors. Julius Nelson, author of a book on artistic typewriting, is editor of the new magazine, with headquarters at Windber, Pennsylvania. The magazine sells for 25 cents a copy.

The cover design of Volume 1, No. 1, is a reproduction of a typed picture of a tropical bird. Included in the magazine are some of the winning entries in the 1941 Art Typing Contests and descriptions of the styles used by the typing artists.



The states contained in each of the nine geographic divisions indicated here are listed in the table on the following pages.

Geographic Divisions OF THE UNITED STATES

DOUGLAS C. RIDGLEY, Ph.D.
and
J. SULLIVAN GIBSON, Ph.D.

Editor's Note: Enumeration of the population of the United States for the Sixteenth Census, 1940, began April 1, 1940; and a bulletin showing the final population figures by states was issued by the Bureau of the Census on December 4, 1940.

Volume I, *Population, 1940*, contains a complete report, as of April 1, 1940, of the number and distribution of inhabitants of the United States by states, counties, townships, cities, towns, and villages. This volume may be obtained for your school library from your Congressman.

CENSUS reports provide source material for use in research in geography, history, economics, sociology, and many other fields of investigation.

In publishing its statistical findings, the Bureau of the Census classifies the forty-eight states and the District of Columbia into nine geographic divisions. In the Census tables, both the divisions and the states in each division follow a regular arrangement in geographic order, not in alphabetic order.

Using a map of the United States for reference, examine the accompanying table, which was derived from the Sixteenth Census of the United States: 1940. Memorize the nine geographic divisions, and note in each division the order of the states. For prompt recognition in a single table, and

for comparison with all the later tables in many volumes of the Census Report, maintaining the same order in naming the divisions and the states is of great value.

Density of population is found by dividing the number of persons in a given area by the number of square miles within the area. The accompanying table records the land area of each state and of the United States. The table reveals wide differences in land area, total population, and density of population, both among the geographic divisions and among the individual states.

The table is replete with data for comparative study and geographic interpretation. In using this and similar Census tables for class exercises, *round numbers* for the larger quantities and *whole numbers* for per cent and for population per square mile are preferable to the complete numbers of the Census report.

For example, 132,000,000 for the population of the United States, 13,000,000 for the population of New York State, 9,700,000 for the population of the three Pacific states, and 3,000,000 square miles for the area of the United States are

• POPULATION PER SQUARE MILE

DIVISION AND STATE	POPULATION	LAND AREA SQUARE MILES	POPULATION PER SQUARE MILE
United States	131,669,275	2,977,128	44.2
<i>Geographic Divisions:</i>			
New England	8,437,290	63,206	133.5
Middle Atlantic	27,539,487	100,496	274.0
East North Central	26,626,342	245,011	108.7
West North Central	13,516,990	510,621	26.5
South Atlantic	17,823,151	268,431	66.4
East South Central	10,778,225	180,568	59.7
West South Central	13,064,525	430,829	30.3
Mountain	4,150,003	857,836	4.8
Pacific	9,733,262	320,130	30.4
<i>New England:</i>			
Maine	847,226	31,040	27.3
New Hampshire	491,524	9,024	54.5
Vermont	359,231	9,278	38.7
Massachusetts	4,316,721	7,907	545.9
Rhode Island	713,346	1,058	674.2
Connecticut	1,709,242	4,899	348.9
<i>Middle Atlantic:</i>			
New York	13,479,142	47,929	281.2
New Jersey	4,160,165	7,522	553.1
Pennsylvania	9,900,180	45,045	219.8
<i>East North Central:</i>			
Ohio	6,907,612	41,122	168.0
Indiana	3,427,796	36,205	94.7
Illinois	7,897,241	55,947	141.2
Michigan	5,256,106	57,022	92.2
Wisconsin	3,137,587	54,715	57.3
<i>West North Central:</i>			
Minnesota	2,792,300	80,009	34.9
Iowa	2,538,268	55,986	45.3
Missouri	3,784,664	69,270	54.6
North Dakota	641,935	70,054	9.2
South Dakota	642,961	76,536	8.4
Nebraska	1,315,834	76,653	17.2
Kansas	1,801,028	82,113	21.9

numbers more easily handled for computation and more readily remembered than the exact figures.

The gross area of continental United States, including land and water, is 3,022,387 square miles. The land area comprises 2,977,128 square miles; and the water area, 45,259 square miles.

Of the nine geographic divisions of the United States, New England possesses the smallest land area—63,206 square miles or 2.1 per cent of the total. Thus, the six New England states, combined, are just equal in area to one state of average size. The New England division appears small, indeed, when compared with the mountain states division, fourteen times as large.



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DIVISIONS AND STATES: 1940 •

DIVISION AND STATE	POPULA- TION	LAND AREA SQUARE MILES	POPULA- TION PER SQUARE MILE
<i>East Atlantic:</i>			
Delaware	266,505	1,978	134.7
Maryland	1,821,244	9,887	184.2
District of Columbia	663,091	61	
Virginia	2,677,773	39,899	67.1
West Virginia	1,901,974	24,090	79.0
North Carolina	3,571,623	49,142	72.9
South Carolina	1,899,804	30,594	62.1
Georgia	3,123,723	58,518	53.4
Florida	1,897,414	54,262	35.0
<i>East South Central:</i>			
Kentucky	2,845,627	40,109	70.9
Tennessee	2,915,841	41,961	69.5
Alabama	2,832,961	51,078	55.5
Mississippi	2,183,796	47,420	46.1
<i>West South Central:</i>			
Arkansas	1,949,387	52,725	37.0
Louisiana	2,363,880	45,177	52.3
Oklahoma	2,336,434	69,283	33.7
Texas	6,414,824	263,644	24.3
<i>Mountain:</i>			
Montana	559,456	146,316	3.8
Idaho	524,873	82,808	6.3
Wyoming	250,742	97,506	2.6
Colorado	1,123,296	103,967	10.8
New Mexico	531,818	121,511	4.4
Arizona	499,261	113,580	4.4
Utah	550,310	82,346	6.7
Nevada	110,247	109,802	1.0
<i>Pacific:</i>			
Washington	1,736,191	66,977	25.9
Oregon	1,089,684	96,350	11.3
California	6,907,387	156,803	44.1

areas with a density three times the average for the nation.

The eleven western states—eight mountain states and three Pacific states—comprise a land area of 1,177,966 square miles with a population of 13,883,265 persons. This is equal to 40 per cent of the land area of continental United States, but to only 10 per cent of its population.

Poor location, remote from our Atlantic coast where settlement began, together with arid climate and rugged relief, have retarded population in this vast area. Although, in recent years, *percentage* of population has increased more rapidly in the West than in New England and other parts of the East, it is not probable that our western states will ever have a dense population.

In 1940, in New York State, distributed over a land area of 47,929 square miles, dwelt a population of 13,479,142 persons, nearly as many people as the combined population of the eleven

Western states.

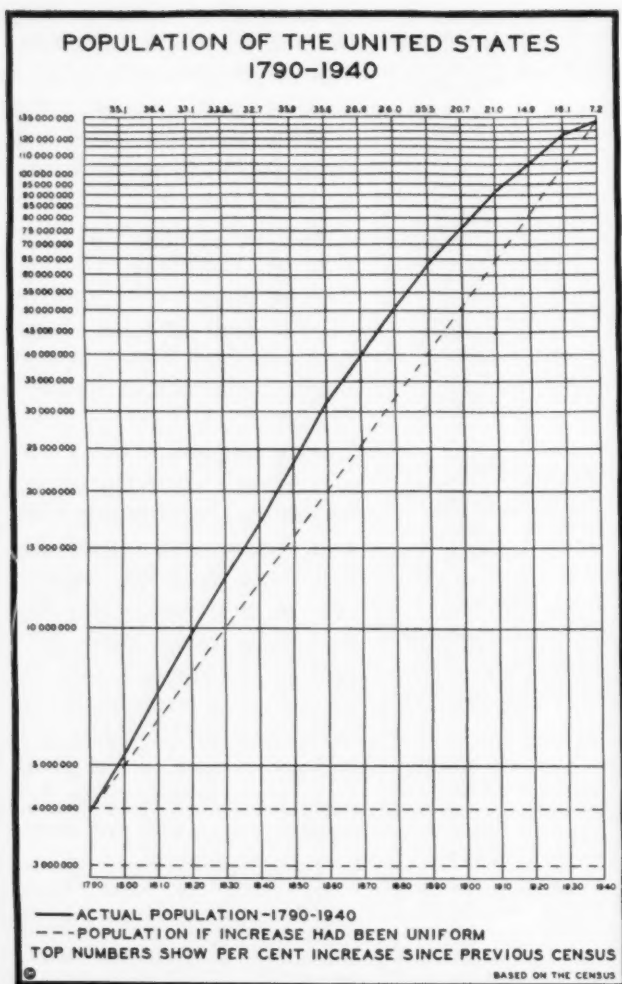
A good location on the Atlantic coast and a good outlet through the excellent Hudson

The rugged, forested New England region has soil too rocky and climate too cold to encourage agriculture, and it has little mineral wealth. But New England was settled early; and its good location on the coast near the great fishing banks, together with its position facing the markets of Europe, enabled it to nurture a thriving population of fishermen and traders. Later, manufacturing developed on a large scale in southern New England, and the region is today a land of thriving towns and cities.

In 1940, New England's population, four-fifths of which lived in the three southern states, numbered 8,437,290, or 6.4 per cent of the nation's total. Thus, New England is one of our most densely populated

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This graph shows both the rate of increase in the population and the number of inhabitants from 1790 to 1940. Vertical lines mark the date of each decennial Census from 1790 to 1940. The percentage of increase in population for each past decade is recorded at the top of the graph.

River waterway and New York harbor, one of the world's finest ports, have done much to effect the phenomenal growth of the state of New York. Manufacturing, an old-established and well-developed industry in New York state, has led to a great growth in population.

But most important of all factors in New York state's large population is the great city of New York, which contains more than one-half the population of the state. New York City serves as a great world port and a great railroad, manufacturing, and commercial center for the entire nation.

The population of three middle Atlantic

states (27,539,487), a region largely devoted to manufacturing, is slightly greater than the population of the five east north central states (26,626,342), engaged chiefly in agriculture. The area of the three middle Atlantic states is 100,496 square miles, while the area of the five east north central states is 245,011 square miles, or about two and one-half times the area of the middle Atlantic states.

This comparison emphasizes clearly the tendency of dense population and manufacturing to go hand in hand.

Together, these two groups of states comprise 11.6 per cent of the land area of the United States and contain 41.1 per cent of the population. The land area of these two groups of states is only two-fifths as large as the great area of the mountain states, where living conditions are more difficult, but the combined population of the middle Atlantic and east north central states is thirteen times as large as that of the mountain states.

In 1940, the population of New York state (13,479,142) alone exceeded somewhat the total population of the United States in 1830 (12,866,020). New York's population is 122 times as great as that of the least populous

state, Nevada (110,247), which has a remote location, scant rainfall, and extensive desert lands.

Texas, the largest state, 263,644 square miles, is 249 times as large as the smallest state, Rhode Island, which has an area of only 1,058 square miles. Rhode Island, with its good location for trade and transportation and its well-developed manufacturing industries, is our most densely populated state. Its population of 713,346 is 6.4 times as great as that of Nevada, which is 103 times as large in area.

By means of the accompanying table, comparisons of area, population, and density of

population may be made. Back of the similarities and contrasts lie geographic factors.

In large measure, interior location, scarcity of rainfall, and rugged topography account for the sparse population of the mountain states. In the middle Atlantic and east north central states, good location with reference to transportation and markets, humid climate, good soil, and coal and iron resources constitute favorable natural conditions for increase of both urban and rural population.

Obviously, our most densely peopled sec-

tions are the urbanized areas, where large cities have many thousands of people per square mile. In a number of our large metropolitan districts, including those of New York, Chicago, Boston, and others, population density exceeds greatly that of our most densely populated state, Rhode Island, with 674 per square mile.

In northeastern Illinois, three counties—Cook, Du Page, and Lake—have a combined area of 1,742 square miles and a population of 4,287,916 persons, or an average density of 2,462 per square mile.

S. B. E. A. Meets In Greensboro

BUSINESS EDUCATORS in the southern states are looking forward to the nineteenth annual convention of the Southern Business Education Association, which is to be held at the O. Henry Hotel in Greensboro, North Carolina, November 20-22. Dr. and Mrs. John Robert Gregg will be guests of honor.

"Business Education in a Democracy" will be the theme of the convention.

A partial convention program was published in the October B.E.W., page 95. Additional news releases indicate that the complete program will be unusually fine. George Joyce, of the Woman's College, University of North Carolina, is general convention chairman.

Two additional speakers have been announced for the Friday-morning session: Miss Eleanor Skimin, of Northern High



R. R. RICHARDS
President



MARGUERITE FOWLER
1st Vice-President

School, Detroit, and O. Arthur Kirkman, of the National Association of Manufacturers.

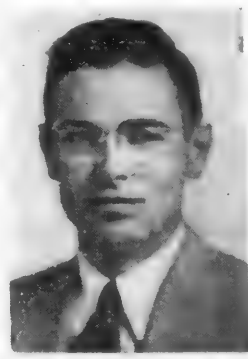
Dr. Gregg will greet two of the meetings on Friday afternoon and will give a chalk talk about shorthand during the panel discussion on secretarial subjects, on Saturday morning. Another feature of the convention will be mimeographing demonstrations by A. L. Danburg, of Pikeville (Kentucky) High School. Remember the date!



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MANUFACTURING industry throughout the nation will spend an unprecedented \$177,000,000 for research this year—tangible evidence of industry's faith in America's future. Small and medium-sized companies are spending relatively as much as the large companies for research development. A recent summary, made by the National Research Council, lists 450 research appointments made annually by industrial organizations for work to be carried on outside their own laboratories.

Business education throughout the nation will spend practically nothing for research this year.

Many business educators think that the time has come to obtain from this country's wealthy benefactors sufficient funds for necessary research in business education—research comparable to the

research that has been carried on for years, and is at present being carried on, in almost every other branch of education.

These educators are urging that immediate attention be given to the selection of the biggest problem now affecting the business education curriculum in the secondary schools. As soon as that problem is selected and accurately defined, the entire country should be made so conscious of the need for solving the problem immediately that very little additional effort would be required to obtain the necessary financial support.

It is understood, of course, that some money needs to be spent to get more money, and one of the reasons for not undertaking this step sooner has been that there were no funds available. A few of our most thoughtful business educators think they have found the solution to this problem. They suggest that the various boards of directors of our business-education associations give serious consideration to a moratorium, for a year or two, on yearbooks and other association publications programs.

This suggestion is based on the fact that the majority of these organizations are now spending more than the entire membership fees for their publications. One of the largest national organizations, in an appeal for new members, recently stated that, for every \$2 in membership fees received, it is spending \$2.05 for its publication program.

If a moratorium on these yearbooks were declared, a fund of from \$10,000 to \$15,000 a year would be available for financing the initial steps that must

be taken to set up the necessary research and obtain the requisite finances over a sufficiently long period of time to assure its completion. We believe that an overwhelming majority of the members of our commercial-teachers' associations would approve this suggestion if a practical plan were placed before them for their consideration.

"General Information"

NEW YORK CITY HIGH SCHOOL teachers have had their professional dignity sorely tried. In a test recently given to 435 men and women teachers, who were candidates for a department headship, a section entitled "General Information" was included for the first time.

The examiners evidently felt that in a cosmopolitan atmosphere, such as surrounds New York City, these prospective administrators should have cosmopolitan interests. How else could one explain such "General Information" questions as how to predetermine the sex of cats, who was the star in the French film "The Baker's Wife," in what round did Joe Louis knock out Arturo Godoy?

On many occasions we have urged upon business education the necessity for closer contact with business. Perhaps we should extend our urging to include the amusements and scientific research.

No Moratorium on Education

IT ISN'T A SHORTAGE OF MEN but of trained men that is threatening this nation," warns Dr. John K. Norton, of

Columbia University. "An army of young people is being rushed through narrowly specialized superficial training, many of whom should have genuine vocational and general education."

Our critical economic problems will not be solved by restricting educational opportunity during the present crisis. There must be no moratorium on sound, basic, general, and practical education!

If there ever was a time when the term "compulsory education" meant *compulsory* education, that time is now. But the compulsion no longer consists of the imposition of a set of rules and regulations upon millions of youngsters who would rather be playing games out of doors, carefree and with no immediate thought of civic responsibility.

No; our young people today, in their eagerness to shoulder their part of our national defense and our economic problems, are urging us, of their own volition, to give them the kind of education they need in order to render their country the maximum service of which they are capable.

In our haste to build up the tremendous adult training program demanded by this crisis, there is a danger that we may seriously impair the long-range educational program of our youth.

That program can't be hurried; it can't be run on a three-shift day; it can't be restricted to a highly specialized area. Skill must be balanced with content. Thoroughness must not be sacrificed for temporary and relatively valueless employment of youth before they are adequately educated.



Student Teachers Department

Conducted by MARION M. LAMB

Head of Commerce Department, State Teachers
College, West Liberty, West Virginia

Editor's Note: Again we give you a fictional teacher who, Miss Lamb assures us, represents no one typing teacher, living or dead! Even a beginning teacher could hardly manage so many mistakes in one short class period.

Overdrawn though "Miss Noble" may be, student teachers and beginning teachers will love her for her faults and appreciate her embarrassments. Supervisors and critic teachers should feel consoled.

TODAY we are visiting a high school typewriting class that is sure to be interesting to all of us, since the teacher, Mary Noble, is a young, beginning teacher. I have known her long enough to realize that she prides herself upon being original and creative; and I have an idea, therefore, that the lesson she has prepared for our observation will be very bad or unusually good. In either case, it will be different from most lessons.

Here we are in her classroom of—let's see—close to sixty girls and boys seated at typewriters that are placed much too close together and that look rather dilapidated, even at this distance.

We can see that the pupils are—to describe the situation kindly—in no working mood. Four students are leisurely handing out two sheets of yellow paper and a copy of a mimeographed letter to each member of the class. Miss Noble hands us a copy of the letter, which she has evidently composed for the students to copy and send to their parents.

MISS NOBLE (*rapping on desk for order and speaking loudly*). All right, class; we've had our chance to visit, and it's time to get down to work. We're going to learn to write letters today. Does everybody have

a copy of this letter we're going to type?

(*Four boys in the back of the room raise their hands, grinning broadly.*)

FIRST BOY. We don't have any, teacher!

MISS NOBLE. That's strange. I know I had enough for everybody when the class started. Just a minute. I'll see if I have any extra ones in the cupboard.

(*As she goes to the cupboard, the room returns to its former uproarious state. Miss Noble, returning from the cupboard, raps for order*). You'll have to look on with your neighbors, boys, for I don't seem to have any extra copies. Dorothy, you will share your letter with Paul, won't you, and . . .

DOROTHY (*very patiently*). They have the letters, Miss Noble.

BOY. Oh, is this the letter you mean?

MISS NOBLE. You know very well that it is. I'm surprised at you, Paul Martin. (*Again there is a rising murmur of voices.*)

MISS NOBLE (*banging book on desk to restore order*). I don't want to hear any more talking.

VOICE FROM REAR. Then hold your ears!

MISS NOBLE. What will these visiting teachers think of such a class? The boys and girls they have don't act this way, you can be sure! Now, I want the boy who made that last remark to come up here and apologize.

(*Pupils quiet down for the moment, staring at us and Miss Noble and quite obviously anticipating some unpleasantness. In this lull, the principal of the school walks into the room, sends a few direct glances here and there, and takes his stand by the side blackboard in full view of the class.*)

MISS NOBLE. As I was saying, class, we shall first take the mimeographed letter I have given you. Read it. (*Continues to talk without a pause as the pupils read the letter.*) Notice that it is a letter you are to copy and send to your parents as a surprise. How many of you like that idea? (*A few hands go up.*) Your parents will be very, very proud of you when they see how well you can type.

VOICE FROM REAR. So what!

(*The principal walks to the back of the room, sauntering around a bit before he returns to his former vigil.*)

MISS NOBLE. You all see the date at the top of the letter. Circle that date line and write *Date Line* above it. (*Goes to the board, writes heading Parts of a Letter, then writes Date Line.*) Now, go down to the next part of the letter, where it says to fill in the names of your parents and their address. Fill in the name and address of your parents there. A question, Mary Louise?

MARY LOUISE. How many lines are you allowed to have?

MISS NOBLE. Oh, two or three, according to how many you need. Then draw a line around the name and address you've written in and label it *Inside Address*. (*Writes Inside Address on the board.*)

Does everybody have that? All right, we're ready for the line that says *Dear Dad and Mother*. Circle that and mark it *S-a-l-u-t-a-t-i-o-n*, *Salutation*. (*Adds Salutation to the list on the board.*)

BOY. What if your father is dead?

MISS NICHOLS. Then write *Dear Mother* and leave out the *Father*.

FROM THE FRONT OF THE ROOM. Tschk, tschk, tschk!

(*Principal moves to the front of the room and sends a girl from the class.*)

GIRL. Shouldn't you say "Dear Mother and Dad," to be polite?

MISS NOBLE. That's just a matter of choice, Irene. Now we come to the body of the letter, boys and girls. I made the letter up to help you, but you can add an original paragraph at the end if you want to. I'll read it to you for your suggestions.

"Dear Dad and Mother: I'm sending you

this letter as a surprise to show you how well I can type. We have covered the keyboard in typing and are now writing letters. (P)

"We are getting ready for the big Thanksgiving game with Martinsville High. We have had a couple of song practices in assembly and all the home rooms are putting on a campaign to sell tickets, which are only 25 cents apiece. Isn't it lucky for us that the game is going to be held here, so that we can all attend? (P)

"This isn't a very long letter, but it's long enough to show you I really am working and am making excellent progress in type-writing."

(*Several students clear their throats at the conclusion of the reading. The principal raps on the blackboard.*)

MISS NOBLE. Any questions, class?

GIRL. Shouldn't we tell where we're writing this from? When we studied letters in English class . . .

MISS NOBLE (*in some confusion*). That's right, Vivian. Class, up above the date line, write in the name and address of the high school. I copied the form of this letter from Style I in the textbook, and I completely overlooked the fact that the one in the book was written on letterhead paper.

PAUL. Then do we call this part at the top the date line?

MISS NOBLE. No, we'll call it the heading. Change that, class. Instead of *Date Line*, write *Heading*. (*Makes the change on the board.*) Well, what is it, Norman?

NORMAN. My father never'll let me go to the game if I send him this letter.

MISS NOBLE. I'm sure that's between you and your father. Well, Henrietta, we have time for one more question, if it's important.

HENRIETTA. Are we going to type this letter on yellow paper and then send it home?

MISS NOBLE. Of course not. We'll practice on the yellow paper and then copy it on white paper, then we'll address envelopes.

VOICE. Who pays for the stamps?

VOICE TWO. Can we erase on these letters?

MISS NOBLE. I shall not answer questions that are not asked in the proper way. To get back to our letters, class, place a bracket around the three paragraphs in this letter and write outside the bracket *Body of the Letter*. (*Writes Body of the Letter on the board.*)

And by the way, class, a good business letter always has more than one paragraph in it. Notice that this letter has three paragraphs. But each of the paragraphs must be about only one subject.

All right, now, circle the line below the body of the letter, the *Affectionately yours*, and mark it *Complimentary Close*. (*Writes on the board Complimentary Close.*) And incidentally, the complimentary close always has the word "yours" in it.

All right, under the complimentary close, you may sign your names. Go ahead, sign your names on the sample copies so that you won't forget.

(*Pupils sign names, exchanging glances.*)

Now notice the initials over here to the left. Those three initials are my initials, for I composed the letter. Add your three initials—but just a moment, put a colon between your initials and mine.

VOICE FROM REAR. Gladly.

(*No move from the principal.*)

MISS NOBLE. Then circle both sets of initials and label them *Reference Initials*. (*Writes Reference Initials on the board.*) There, we are ready to summarize what we have done today. We have learned the names of the parts of a business letter, haven't we? Who can repeat them for me? All right, Jean.

JEAN (*openly reading from the board*). The heading, inside address, salutation, body of the letter, complimentary close, reference initials.

MISS NOBLE. Excellent, but you forgot one part. Who remembers?

VOLUNTEER. The signature.

HENRY (*brazenly*). You forgot to write that one on the blackboard.

MISS NOBLE. So I did. (*Goes to board and inserts it in the list.*) Thank you, Henry.

HENRY. You're welcome.

MISS NOBLE. We shall now discuss the

setup of this letter. Write at the bottom of the letter these instructions: a forty-space line, start ten single spaces from the top.

(*Pupils, unable to write so fast, groan and sigh.*)

Oh, am I going too fast? Well, here's a better way, anyhow. Up at the top of the sheet here (*holding letter before class*) write 10 single spaces, to show the depth of the top margin. Everybody have that? Now in here write 6 single spaces, to show the spaces you skip between the date and the inside address. Then here, after the inside address, write double space and write the same between the paragraphs and before the complimentary close. Do you all have that?

Then write in here, between the complimentary close and the initials, 6 single spaces, to show the space you leave between the closing and the initials. Oh, yes, and up here in the paragraphs, at the beginning of the paragraphs, mark 5-space indention. Is that clear?

VOICE FROM BACK. Clear as mud.

MISS NOBLE. Well, the period isn't up yet, so we'll type for a few minutes. We don't have time to start our letter, though. Uncover your typewriters, please.

(*Pupils do not move, as the typewriter covers have been strewn about the floor since the beginning of the period.*)

MISS NOBLE. Let's do our alphabet drill for warmup.

(*Calls the letters of the alphabet very slowly and deliberately, clapping her hands to accent the slow rhythm. She repeats this drill three times, then proceeds to drill on the numbers and special symbols. As the bell still has not rung, she directs the class to a long passage in the typewriting textbook, telling them to type as much as possible before the bell rings. Finally the bell rings.*)

MISS NOBLE. Oh, class before you go, let me remind you to be sure to bring your letter with you tomorrow. Do you all hear that? Be sure to bring your mimeographed letter with you.

PUPIL. Do you want these papers we typed today?

MISS NOBLE. No, throw your practice

papers away today. But don't forget to bring your letters tomorrow.

(The pupils rush out, leaving the typewriters uncovered. Paper has been left in some machines, and the floor is covered with typewriter covers and torn paper. One lad pulls the ribbons loose on every typewriter he passes as he walks down an aisle. The principal nods stiffly to us and leaves with the class.)

MISS NOBLE (*looking at the disorder before her*). Isn't this class awful!

Questions for Discussion

We'll all agree that this unhappy spectacle of teacher fighting pupils in the name of education was a bad experience for everyone concerned—the pupils, the teacher, the principal, and the visitors. The time we all spent in that class will not be completely wasted, however, if we can get to the source of the conflict and disrespect we found there.

1. What one personal weakness in the teacher was especially noticeable throughout the lesson? Do you think the pupils were aware of it?
2. To what extent could the pupils participate in the lesson?
3. What statements and comments of the teacher would you change or perhaps eliminate altogether? Why?
4. Evidently the letter to be sent to parents was a "motivating device." Comment upon it as a method of introducing letter writing.
5. What do you think of the letter Miss Noble composed? Do you approve of having the teacher compose the letter that is to be sent to parents? What plan would you follow?
6. What do we mean when we say that teaching and learning in our schools and colleges today depend too much upon verbal skill? Is there evidence of that fault in this lesson? Explain.
7. Could you revise Miss Noble's class procedures so that the lesson would have some validity and would challenge the interest of the boys and girls?
8. What do you think of the practice of having students apologize in class? Justify your answer.
9. How would you start a typewriting lesson on letter typing in a class as large as the one we have just visited?
10. List the mistakes in classroom procedure made after the dismissal bell rang.
11. What would you have done when the principal entered the room, had you been in Miss Noble's situation?
12. Do you think that the principal has a

right to be angry at Miss Noble, or should he assume some of the blame for her difficulties? Should Miss Noble seek his help, or should she wait for him to offer aid?

Comments by Harold H. Smith

May I add a few suggested questions and ideas that may enable teachers to reap greater benefit from this situation?

13. Outline the teaching steps Miss Noble actually took.

14. Make another outline showing the teaching steps that she failed to take. Discuss and type out a suitable, complete lesson plan.

15. How much "warmup" (recall of typing skill) was actually achieved? What necessary phases of typing technique were fully recalled? What phases were poorly recalled? What phases were untouched?

16. Miss Noble probably spent at least one hour creating and mimeographing the sample letter. What could she have done in the same or less time that would have resulted in a better class performance? Justify.

17. Wouldn't it have been better if Miss N. had made it clear at the outset that the class was going to learn how to type letters, which theretofore they had been forced to write laboriously in longhand—with pen and ink? that the first step was to review the "principal parts of the letter," which they had undoubtedly studied as early as in the fourth or fifth grades? Why?

18. What glaring piece of misinformation did Miss N. give her students in instructing them to type the mimeographed letter?

19. Suppose that the principal is as weak as some of our readers may judge him to be—so weak, in fact, that Miss N. knows there is no use to try to win his co-operation! Must Miss N. resign? What constructive steps may she take?

Lucky is the teacher who never faced any of these problems. Miss Lamb is doing a real service by dramatizing such situations. Forewarned is forearmed!

JOHN A. BEAUMONT, newly appointed Subject Matter Specialist in Shoe Merchandising with the Business Education Service of the U. S. Office of Education, is from Albany, New York, where he has been connected with E. A. Beaumont Co., Inc., since 1926 in the operation of a retail shoe store. Since 1935 he has been vice-president of the company, in charge of buying and merchandising men's and women's shoes. He is president of the New York Shoe Retailers Association.

PER-SLAM-ALITY — A Group

K. EZRA BUCHER

THE age in which we live attaches great importance to those qualities of an individual that are generally covered by the term "personality." The employer demands more of his employees than vocational efficiency. Though he is not lowering his standards of "vocational aptitude," he is placing increased emphasis on "personal aptitude."

More and more professional and commercial schools are listing, among their prerequisites for entrance, not only a high I.Q. but also "personal qualities" without which the individual is unlikely to succeed.

The secondary-school teacher is con-

This kind of undertaking should author reports that his pupils

fronted with a definite task—that of finding a place in the curriculum for a course in the improvement of personality.

In too many business departments of our secondary schools, however, this challenge is dismissed with the alibi that there is insufficient time, that there exists little correlation with other subject matter, or that the curriculum is too inflexible to provide for such a course. At best, these alibis are flimsy confessions of professional lethargy and lack of resourcefulness.

I am presenting the following plan by

THE B.E.W. is glad to publish this article about Mr. Bucher's slam-session plan. Whether you use the plan or not is entirely up to you. Various members of the editorial staff have questioned and criticized this manuscript; the author has proved that he, like his pupils, can stand criticism.

Here are some inter-office memoranda concerning this article.

What Mr. Bucher is doing is as delicate as surgery, and as dangerous, and as fascinating.—*Editor K.*

A splendid article. The student's letter is a work of art. But as I read the article I thought of the awful truth meetings we used to have at college. The author must be very understanding—no other type could lead such a class. . . . I am sure many readers will shudder from memories of such sessions and will be unhappy for several hours; others will want to tell the author that they have tried the same but failed—for reasons they would be glad to enumerate; and others will inaugurate a "slam" class immediately.—*Editor S.*

I am confident that the theory is psychologically unsound.—*Editor X.*

Because of all this inter-office disagreement, we asked Mr. Bucher some questions. Here they are, with his answers:

Question 1. Did you have any really sensitive pupils in your class?

Comments by the

Answer. Yes, I did have some really sensitive pupils. The one who refused to participate was the most sensitive; the other sensitive person was "Joe."

Question 2. Can you be sure they were not tormented by the procedure? An introspective person would suffer for a long time from the effects of such criticism, even if it were based on fact and stated most tactfully.

Answer. I would not "swear" that "Joe" was not tormented, but if one can judge from reactions during the sessions as well as during the remainder of the year, I am positive that he was not offended. One reason for this, I believe, was that everyone was very sympathetic toward him. Also, may I state that I always opened the sessions by reminding the pupils of their pledges and cautioning them against offending anyone. I commented when necessary, either to guide the conversations or to temper the remarks. I always closed the session with a summary of the remarks and tried to emphasize the good qualities mentioned during the session.

Project in Personality Improvement

be handled with care, but the found mutual criticism profitable

which we solved this course-placement problem and, at the same time, avoided the lecture-course method of personality improvement. In too many courses in personality improvement, the subject matter of the course is geared to the future; hence, too little attention is devoted to personality adjustments that can be made at once. It is my conviction that, if pupils develop agreeable personalities by effecting the necessary adjustments toward the people in their present environment, they will have begun a program of personality development that

will continue to function during later life.

This problem of personality improvement was discussed with the twenty-eight members of my advanced-shorthand class. We felt a need for doing something definite about effecting an adjustment of our personalities, but we wanted to avoid the "lecture" method of personality improvement.

The class, therefore, decided to organize as a "Slam" (Perslamality) Club, to meet once a week during half of one of the regular class periods. The members frankly discussed each club member's personality traits. The aim of the club was to point out to members of the club their disagreeable traits and qualities and to suggest practical

Editorial Staff

This, I feel, I was able to do without dominating the discussion.

May I state timidly that I believe the success of such an undertaking depends upon proper guidance of the discussion by the teacher. He must, however, remain in the background as much as possible when doing this.

I asked "Joe" to write his reactions to last year's activities so that I might submit them to you. He wrote the following:

I consider it very valuable for every student to know his faults so that he can try to correct them. As everyone is given an opportunity to express his opinions truthfully (and is sincere in doing so), I think no one should be offended but should take the criticisms given in a cheerful manner.

Question 3. How were you able to teach your students to write so tactfully?

Answer. The letter to "Joe" was written by a very sympathetic friend of his. Letter writing is a major part of the subject matter of our course in business English. The business English instructor and I attempt to effect the greatest possible correlation

among business English, office practice, and shorthand.

Finally, to get an official psychological opinion, the B.E.W. asked Dr. Laurance F. Shaffer, of the Carnegie Institute of Technology, to comment. Dr. Shaffer has contributed to the B.E.W., and you have probably used one or more of his books. He replied in a letter from which we quote:

I have read the article with great interest. . . . A method such as Mr. Bucher advocates might be distinctly harmful if the discussion were allowed to penetrate into the more basic aspects of personality such as those with which the clinical psychologist deals. From his outline, however, it seems that the discussion is chiefly centered around appearance, social graces, speech, and some of the more obvious aspects of attitude and judgment. So long as the discussion is kept on this rather superficial plane, it is improbable that any serious harm will be done and not unlikely that some good may result.

Judging from the evidence submitted by Mr. Bucher, some good did result, and no serious harm was done. Therefore, the B.E.W. editors called a truce among themselves and scheduled Mr. Bucher's article for publication. They ask, however, that teachers consider the matter carefully before undertaking a "slam" course in personality development.

methods for improving their personalities.

The following methods and regulations were observed during our meetings.

Participation in the club activities was entirely optional. Those who agreed to participate (only one refused) signed a pledge card. They pledged themselves (a) to be seekers of the truth about themselves, (b) not to become offended at anything that might be said to or about them, and (c) to regard the conversations at all times as strictly confidential.

The pledge cards, including one signed by the teacher, were placed in a box. Each Wednesday, after the week's club session, a card was drawn from the box to select the person to be "slammed" at our next session, which was held the following Wednesday.

The Use of Rating Sheets

At the time the card was drawn, each member of the class was given a rating sheet on which to rate the person whose card was drawn. These sheets were handed to the teacher on the following Monday. The teacher checked the sheets for infamous remarks (there were none) before handing them to the owner the following day. The sheets were either signed or anonymous. The rating sheet provided for the rating of the members on the following traits. . .

Appearance: Wearing apparel, personal grooming, posture, walk, hand movements, facial expressions, personal habits.

Social Graces: Manners, refinement, consideration of others, discipline, courtesy.

Speech and Oral English: Voice quality, speech quality, use of English.

Attitude: Toward others; of others toward him; toward superiors; sense of responsibility.

Judgment: Common sense, tact.

Temperament: Emotional control ordinarily; emotional control under stress; frequency of change; emotional range; emotional attitude.

Self-expression.

Initiative.

Industry.

Honesty.

Our rating sheet was an adaptation of a rating sheet distributed by Dr. Peter L. Agnew among the students of one of his office-practice classes at New York University.

The rating sheets became the property of the person to whom they were addressed.

These sheets, many of which have explanatory comments, became the basis for the discussion during the club period and also for personal letters that were written to the student being rated.

The members were encouraged to write personal letters, either signed or anonymous, on the basis of the rating sheets, to the person whose card had been drawn. (Since this was a shorthand class, the letters were chiefly written in shorthand.) The letters were read by the teacher before they were handed to the owner. (The teacher discarded only one during the entire year.) The letters were then given to the addressee, who read them to the entire class during club period. These letters and the rating sheets became the basis for the oral "slamming" during club session.

Not only were the pupil's disagreeable qualities called to his attention, but he was complimented upon his development and improvement of agreeable qualities and traits.

The following actual letter was written anonymously to a very timid boy in the class.

DEAR JOE:

Well, Joe, you have a very fine disposition. I only wish more class members would appreciate it and converse with you more freely.

You are a likable chap. I can make you laugh just as hard as I ever could make anyone laugh. I know that, because I tried it. You're fun to talk to. You're a good listener and you do appreciate friends. You do the little things that are so important in creating friendships. Too many of us overlook those things. I refer to the counting of my 200 filing cards to check whether I had typed all of them. I know that I would never think of counting another's cards.

You are talented, Joe, only you are too backward in developing your talents. You really are a "whiz" at writing poetry. However, I am not supposed to enumerate only your good qualities. I am supposed to find faults with you.

Speaking too softly, Joe, is just as bad as speaking too loudly. You speak too softly. You are afraid to look at the person to whom you speak. Your nervousness keeps your hands in constant meaningless motions. That is a bad habit. You lack self-confidence. When you speak to a group, remember that you are speaking to people and not at people.

You are always well groomed, Joe, and you smile very pleasantly. Your linen is not always as clean as it should be and sometimes your trousers need pressing very badly.

Your chief difficulty, I believe, is that you are afraid. You seem to be afraid of classmates, teachers, and I believe that sometimes you are afraid of yourself. Joe, you're an Irishman, and an Irishman is never down.

Signed: You know Who

During the sessions, the members listed the disagreeable traits and qualities of individuals as they were discussed. These were later recalled (at the close of the session) and the club suggested practical methods and activities by which to overcome these undesirable qualities.

After all the names (including the teacher's) had been drawn and treated similarly, the remaining club sessions were devoted to noting improvements. Members commented freely upon the progress made.

Some Observations

1. Personality development became an interesting group activity, which needed no motivation. Everyone looked forward to "slam" session. There never was a dull moment during any of the sessions.

2. By "gearing" personality improvement to the present, the activities became meaningful, and the results had immediate utility value.

3. The club sessions provided an opportunity for public display of personality. Many traits, such as tact, courtesy, self-expression, speech, attitude, and social graces were put to a critical test in discussing another's traits.

4. The experiment developed a splendid group enthusiasm and loyalty as well as mutual respect.

5. A closer relationship and a better understanding between teacher and pupils were established.

6. The pupils developed a sense of responsibility toward their classmates. This responsibility expressed itself in a desire to help others effect the necessary personal and social adjustments.

7. A teacher's best critics are his pupils.

8. Standing before a group while being frankly and critically discussed is splendid for developing the ability to control one's emotions.

N. B. T. A. December Meeting

EACH OF THE THREE major departments of the N.B.T.A.—secondary schools, college, and private schools—is arranging its own program for the convention that will be held at the Hotel Sherman, Chicago, on December 29-31.

In addition to the general meetings and the departmental meetings, there will be sectional round-table meetings as follows: private school instructors, secretarial, administrators, distributive education, book-keeping and accounting, social-business, and office machines.

The American Association of Commercial Colleges, the National Association of Accredited Commercial Schools, and many other allied and related groups will meet at the same time as the N.B.T.A. The evening of December 30 has been left open to permit various other meetings to take place. Arrangements should be made through the local chairman, Paul Moser, of the Moser School, Chicago.

The program of the National Association of Business Teacher-Training Institutions, December 29-30, is described on page 230.

Pi Omega Pi will hold its convention on December 29, also at the Hotel Sherman.

Ivan Mitchell, membership director of the N.B.T.A., has sent the following letter to business educators:

DEAR BUSINESS EDUCATOR: This is a letter of reminders.

Reminder No. 1: The name, the "National Commercial Teachers Federation," has been changed to the "National Business Teachers Association." A college department has been added with representation on the Executive Board.

Reminder No. 2: This pioneer national commercial teachers' organization is entering its forty-third year of service to business education. Today's service includes the yearbook; the *Business Education Digest*, published in March, May, October, and December; and the convention, which is attended annually by over a thousand members.

Reminder No. 3: Membership renewals are in order now. Mail your check to the secretary, J. Murray Hill, Bowling Green (Kentucky) College of Commerce. He is ready to mail your receipt.

A thousand members will attend the Convention. Will you be among them? *Ivan Mitchell.*

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Conducted by

MILTON BRIGGS and R. ROBERT ROSENBERG

YOU are cordially invited to submit manuscripts for publication in this new department, figuratively a modern counting house. The editors will carefully consider any pet theory you may have regarding the teaching of bookkeeping, business law, and business mathematics; lesson plans that your experience has proved particularly effective; and helpful hints and projects of practical value to other teachers. Manuscripts accepted for publication will be paid for at regular rates. Receipt of your contribution will be promptly acknowledged.

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THE MONTHLY BOOKKEEPING project, by Milton Briggs, which appears on page 226 of this issue, is designed to provide practice in posting. The B.E.W. will award cash prizes for the best student solutions.

Names of the September contest winners appear elsewhere in this issue.

Although each project in the current series is an independent unit, students will benefit by solving these projects month by month as they appear in this magazine. Through the complete series, the author intends to transport students from horse-and-buggy bookkeeping to a modern streamlined system.

Whether or not they win cash prizes, your students will enjoy traveling through the

complete bookkeeping cycle with you and the projects in the B.E.W.

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BUSINESS IS ADOPTING more simplified annual reports. There is an increasing tendency among business and industrial leaders to make their periodical financial reports in nontechnical terms more clearly understandable to the average "man in the street." This fact is the basis for a newly published fifteen-page brochure by Merryle Stanley Rukeyser, financial and economic commentator, lecturer, and consultant on business and financial problems.

The alarming increase in the corporate tax burden has been the chief reason for the abandonment, by businessmen, of the old policy of revealing as little as possible of the inner workings of corporate business in their financial statements. The new streamlined form of financial statement not only eliminates all nonessential details but it also portrays in simple household-budget terms what was taken in and what was paid out during the period covered by the report and, in general terms, who got the money. Business leaders are anxious to have the public understand the problems of business.

At a time when corporate tax burdens are increasing by leaps and bounds, it is important to make it perfectly clear to stockhold-

ers, to employees, and to the public at large just how much of the corporation's gross income goes for taxes, how much goes into the wage envelopes, and how these payments size up with relation to the amounts paid to stockholders and bondholders.

The new short form of financial statement, says the brochure, "reveals the modern corporation as a co-operative enterprise which consolidates the savings of many thrifty persons and uses them to acquire superior tools and power equipment. These facilities (assets) supplement the muscles and skill of the human workers and enable them to make more and better things in less time, thus enhancing their earning power. The short form of financial statements reveals the dramatic truth that it is the customer, not the corporation, who ultimately pays the wages, the taxes, and the cost of equipment and supplies."

"Financial Statements—What They Mean" is the title of an article that is related to this subject. See the following pages.

RECENTLY, WHEN BROWSING through our collection of old bookkeeping texts, we found the following paragraph in the preface of one published in 1875:

Every scholar, before leaving the common or grammar school, should have sufficient knowledge of the science of book-keeping to enable him to record any common business transaction. But almost every attempt to introduce book-keeping into the common school has proved a failure. One reason of this has been the fact that instructors have not been competent to teach it successfully. This should be remedied by requiring them to pass a rigid examination upon the subject, before receiving a certificate.

DO YOU REMEMBER paper marbling—the red-and-black or red-and-blue wave-like patterns that used to mark the covers of ledgers used in bookkeeping? This work is done today by Otto Schuenemann, sixty years old.

So far as he knows, Mr. Schuenemann is the *only* paper marbler in America. Once he employed twenty men, but now he works alone at his art. Charles B. Driscoll, newspaper columnist who recently interviewed

Mr. Schuenemann, quotes him in "New York Day by Day" as saying: "I made a lot of money. But what's the use? I have no children. I have enough money. Now I work all alone, for fun."

A RECENT NEWS DISPATCH from Washington reads, in part: "The nation is going through a period familiar to students of economics, a period which historically has constituted one phase of an evil cycle. Money is plentiful. Everyone wants to buy. The supply of things to be bought is limited. The would-be buyers start bidding for what is available. As they outbid each other, the prices of most things go up like the quotations on antiques at a summer-resort auction sale. This phase of the cycle usually ends in a sudden and devastating collapse."

We had the first phase of the cycle in the latter years of the first World War, again in 1928-1929, and more mildly in 1937. Remember?

The B.E.W. will send you \$1 if you are the reader who first identifies the source of the following statements:

Even though we may grant that possibly too many young people are studying bookkeeping, yet we must keep in mind that bookkeeping is of value to many persons who are not employed as bookkeepers.

If a few thousand of the small store proprietors who are listed each year as failures by R. G. Dun had had a course in bookkeeping, they might not now be sadder and wiser men by the trial-and-error method.

Executives who have had bookkeeping training have much more respect for a balanced budget than those who have to be surrounded by interpreters when studying an operating statement.

Even college presidents and city managers find financial problems more readily analyzed and their appeals for funds more convincing when backed by a firsthand knowledge of accounting principles and bookkeeping procedures.

If you can name the source of the foregoing statements, with identifying data, send a penny postal to Milton Briggs, Bookkeeping Editor, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York City. A check for \$1 will be mailed the first reader who sends the identification.

FINANCIAL STATEMENTS

What They Mean

Prepared by The American Institute of Accountants

Editor's Note: This explanation, in nontechnical language, of the meaning of financial statements to the average investor may be obtained free of charge in booklet form from the New York State Society of Certified Public Accountants, 15 East 41st Street, New York City, or your own state association of accountants.

FINANCIAL STATEMENTS are summaries of accounts and records. Several types of statements have been developed and are in common use—principally the income statement, sometimes called the profit-and-loss statement, and the balance sheet.

The *income statement* tells the investor how much profit a company made or how much loss it sustained during a given period. It matches the costs of doing business against income earned and shows whether there are profits from which dividends can be paid.

The *balance sheet* indicates to the investor how much money is due the company and how much money it owes, what kinds of property the company has available for use or for sale, the amount of capital stock and surplus.

Many important facts that affect a company's welfare cannot be found in its financial statements. For example: ability of the managing executives, general business pros-

pects and the outlook for the industry as a whole, taxes and tariffs, Federal and state legislation. For such information the investor should consult annual reports of the company's officers, government bulletins, the financial press, and similar sources.

Many persons think that income statements, because they are expressed in dollars, profess to be exact calculations of profit or loss. This is not true. Nor do balance sheets, although they are also expressed in dollars, profess to show with mathematical exactitude the financial position of a company.

"Profit" during any given period and "financial position" at any given time depend in large part upon judgment. The presentation of various items in financial statements is based upon estimates of such factors as the probability that money due the company will be collected, the probability that the company can obtain a fair price for the goods or services it intends to sell, and the probable useful life of its buildings and machinery.

Financial statements, therefore, reflect probabilities as well as facts. Human judgment and opinion, guided by accepted rules and principles of accounting, must determine how these probabilities shall be expressed. The company's financial officers must exercise judgment in preparing financial statements and related explanations. The independent certified public accountant who examines these financial statements must express his professional opinion concerning their adequacy. . . .

The Income Statement

Every business, from the one-man peanut stand to the huge steel company with hundreds of thousands of stockholders and tens of thousands of employees, performs cer-

This article discusses financial statements of manufacturing and merchandising corporations. Some types of organizations, such as insurance companies, banks, brokerage firms, railroads, public utilities, and government bodies publish statements that differ somewhat from those of industrial and commercial businesses. The basic accounting principles that underlie financial statements are applicable to all types of business, but these principles themselves change with the evolutionary development of accounting, law, and business methods. This article deals with common practice of the present day and does not attempt to state ideal principles.

tain basic operations. It buys goods and sells goods, as the peanut man does. It makes goods and sells goods, as the steel company does, or it provides a service, as a railroad or a barber does. Income statements indicate how much money has been made or lost from these basic operations and from incidental activities.

Most income statements show income and expenses resulting from each of two distinct sources: the basic operations that the business is organized to perform, and incidental activities. The investor will naturally wish to identify these two groups of income and expenses, even though they may not be specifically labeled. It is of primary interest to him to know whether the basic operations of the company are profitable.

Income and expenses resulting from basic operations include amounts received from the sale of goods and services, costs incurred in buying or manufacturing goods that the company has sold, selling expenses, administrative expenses, and wages, as well as taxes, which have become an increasingly important element in the cost of doing business. Income and expenses resulting from incidental activities include such items as interest and dividends received on securities owned by the company, interest paid on its bonds, and gain or loss resulting from the sale of investments or property.

In addition, there may be "nonrecurring" income, such as gains resulting from the collection of a favorable legal judgment, and nonrecurring expenses, such as losses due to hurricane, flood, fire, or sabotage.

A series of income statements, covering a number of recent years, generally provides more useful information than a single statement. Marked fluctuations in earnings from year to year, and any tendency of profits to increase or decrease over a period of years, deserve special attention.

The Balance Sheet

The balance sheet is often misinterpreted. Some misunderstanding may be due to the use of such terms as "assets," "liabilities," "surplus," and "reserves," which, in accounting, have acquired technical meanings somewhat different from the ordinary mean-

The average citizen, before he invests a thousand dollars in a new automobile, takes time to investigate various models. The same man, however, may invest a thousand dollars in the capital stock of a corporation on a hunch or on a tip from someone whom he considers an "insider." When he sees a financial statement, he is likely to toss it aside impatiently and exclaim: "I'm not much good at figures!" or "Book-keeping gives me a headache!" or "It's all Greek to me!"

Financial statements are not simple. They cannot be simple because they report the complex operations of modern business. But financial statements are not mysterious. They give helpful information to anyone who understands their fundamental nature and purposes and takes the trouble to study them.

This explanation does not attempt to teach accounting in a few easy pages. It does try to give the investor the right slant on financial statements, to explain to him in non-technical language what to look for in income statements and balance sheets and what these important financial statements mean.

Financial statements present information that every investor should have about companies to which he has entrusted his savings or to which he may entrust them in the future.

The effort required to read and understand these statements is insignificant in comparison with the effort necessary to accumulate the savings.

ings of these words as they are defined in standard dictionaries.

It is commonly said that items listed under "assets" in the balance sheet indicate what the company owns and how much is due it, while items under "liabilities" indicate how much money the company owes. The item of "surplus" is said to indicate what is left over. This is oversimplification. It is correct to say that the balance sheet shows the "position" of a company, but even this term needs some explanation.

What the Balance Sheet Shows

One important fact that must be remembered is that the balance sheet is basically historical—that is, it records the results of events that have happened. For this reason, *cost* is the primary basis of stating what the company owns. The balance sheet does not attempt to show what the business is "worth" in the sense of an amount that might be realized if it were to be liquidated immediately—that is, if all its property were to be sold and the proceeds used to pay debts. Amounts shown in the balance sheet are based on the assumption that the company will continue in business indefinitely.

The balance sheet does list assets and liabilities, as those words are commonly understood, but usually it also includes under the heading of "assets" benefits, such as "good will," which ordinarily cannot be valued precisely and are therefore carried at some conventional figure, in order to show their existence. Among the other balance-sheet items are payments made in advance and costs incurred for future benefits, which are therefore to be charged against earnings of future years. All these types of items are described briefly in the following pages.

Current Assets

Current assets are in the form of cash on hand or in banks, and goods and claims that can be converted into cash within one year. They include marketable securities owned by the company, accounts receivable, notes receivable, and "inventory," or stocks of materials and merchandise on hand.

Cost, as has been said, is the primary basis upon which assets are stated. Probable profits are not reported until actually realized and, consequently, if the market price of a current asset rises above cost, the cost figure is retained in the balance sheet. If, however, there is a drop in market price below cost of marketable securities or materials or merchandise on hand, indicating that cost will probably not be recovered in full through sales, it is customary to recognize as a current asset only that portion of cost that will probably be recovered, and to report this lower figure in the balance sheet.

From accounts receivable and notes receivable, which indicate money due the company, there is usually deducted an allowance for estimated losses because of bad debts. This deduction reduces the amount at which receivables are listed in the balance sheet to the estimated amount that the company expects to collect.

Fixed Assets

Fixed assets, such as land, buildings, and machinery, are usually listed in the balance sheet at cost, an amount that may differ materially from the price they would command if sold. As it is assumed that the company will continue in business, there is no present intention to sell them, and therefore the amount for which they might be sold in any given year is relatively unimportant for the investor.

Over the life of an enterprise, buildings and machinery decline in usefulness owing to wearing out, or "depreciation," and the development of improved materials and methods, or "obsolescence." In the balance sheet, an allowance for the accumulated loss in usefulness of fixed assets, owing to wearing out or obsolescence, is deducted from the amount at which those assets are carried, although sometimes only the amount remaining after deduction of depreciation is shown. Correspondingly, each year the amount of depreciation estimated to be applicable to the operations of that year is treated as a cost and deducted from earnings. This amount is either shown separately in the income statement or is included in the item, "cost of goods sold."

Fixed assets that wear out, such as buildings and machinery, are sometimes spoken of as "deferred costs"—that is, costs incurred for the future production of goods to be sold. Such costs quite properly should be charged gradually against earnings over the period of years during which the goods are produced and sold. This helps to explain depreciation as a cost of production.

Under special circumstances, fixed assets are sometimes listed in balance sheets at "appraised values"—amounts determined by appraisers, or experts in valuation. Such appraisals may result in reducing or increasing the amounts at which those fixed assets are listed. Good accounting procedure requires that, if fixed assets are listed on any basis other than cost, the basis be described in the balance sheet.

Prepaid Expenses, Deferred Charges

Intangible assets, such as good will, patents, trademarks, copyrights, and franchises, the value of which can seldom be determined accurately, may be listed in the balance sheet, more or less arbitrarily, at \$1 or at substantial amounts, running into many thousands of dollars, based upon the cost of acquiring these intangibles or some other historical basis.

A business often pays in advance for some of the services it requires; for example, rent, insurance premiums, or advertising expenditures. To the extent that such prepayments cover services to be rendered after the date of the balance sheet, they are listed under the heading of assets as "prepaid expenses."

"Deferred charges" are costs that the business has incurred during the current or a previous period but that are properly chargeable against earnings of future years. A common example is "bond discount and expense." When a company issues bonds, it sometimes receives less than the face amount of the bonds, which it will ultimately have to pay. The difference between what it receives and the face amount is composed of the discount often deducted from face value in order to make the bonds salable; compensation to investment bankers who distribute them; and legal, accounting, and printing expenses.

These items that make up bond discount and expense are lumped together and charged against earnings over the period of years during which the bonds remain outstanding—that is, until the date when their face amount must be paid by the company. Any balance of bond discount and expense which has not yet been charged against earnings is listed in the balance sheet under the heading of "assets," although obviously this deferred charge is not an asset in the ordinary sense of that word.

Liabilities and Capital Stock

Liabilities of the company, such as accounts payable and all other debts due within one year, are reported in the balance sheet as "current liabilities." Bonds, long-term notes, and other long-term debts are listed separately. These liabilities are listed at the face amounts of the debts. Liabilities that may arise as a result of pending lawsuits, guarantees, or other unpredictable events, are considered "contingent liabilities" and are rarely added into the total of the balance sheet, but are usually described in footnotes.

The owners of a corporation are its stockholders. The account that shows their investment in the corporation is "capital stock." The stockholders also own, subject to restrictions, the earnings made by the company but not yet distributed. The investment of the owners and the undistributed earnings are usually shown separately in the balance sheet. Capital stock that has previously been issued to stockholders but since reacquired from them by the company, thereby reducing the total amount of capital stock in the hands of stockholders, is listed in the balance sheet as "treasury stock."

Surplus

Surplus, like capital stock, is an "ownership" item. Obviously what the stockholders "own" (capital stock plus surplus) is represented by the amount remaining after liabilities are deducted from assets. In other words, surplus is the amount by which the sum of the assets exceeds the sum of the liabilities and capital stock.

The presence of surplus has no relation to

the amount of cash available, nor does it alone justify the expectation of a dividend. The excess amount of assets over liabilities plus capital stock, indicated by surplus, may in a given case be represented by the bricks and mortar of a plant. Few successful and established corporations could pay out to stockholders the full amount of surplus shown in their balance sheets without seriously handicapping or even wrecking their business operations.

The Surplus Statement

Because of the importance of surplus, this item or group of items is usually analyzed in a special section of the income statement or in a separate form called the surplus statement. This statement shows the amount of surplus at the beginning of the year, amounts added during the year as income from basic operations and incidental activities, subtractions for dividends distributed from surplus, and the balance remaining in the surplus account at the end of the year.

Some companies from time to time reflect in surplus various adjustments in other accounts. Frequently, these adjustments include revisions of earnings reported for earlier years. Overestimates or underestimates of income taxes, for example, may not become apparent for a considerable period.

Reserves

The presence of a "reserve" in a balance sheet does not necessarily mean that the specified sum of money has been set aside for the particular purpose indicated. There are several kinds of reserves in financial statements. Deductions from assets to make allowance for bad debts or depreciation are often called reserves. In addition, there are operating reserves, often described as "provisions" for liabilities of indeterminate amounts, such as taxes, or injuries and damage claims; and surplus reserves, which are simply a part of the owners' equity that has been appropriated for such purposes as a "sinking fund" to provide for retirement of bonds when they become due.

The accounts from which the balance-sheet is prepared are kept in accordance with the principles of double-entry bookkeeping.

This is a device that helps to check the accuracy of the entries and to avoid mistakes. It accomplishes these ends by the simple expedient of entering each transaction twice—once as what is called a "debit" and once as what is called a "credit."

An axiom of double-entry bookkeeping is that for every debit there must be a corresponding credit. When all the debits are added together and all the credits are added together, the totals of the two columns are naturally the same. The two sides of the balance sheet are simply totals of debits and credits, condensed and rearranged. Therefore, the two sides *must* balance.

Footnotes

Footnotes, which accompany most published financial statements, contain supplementary comments and explanations, which help the investor to understand and interpret the figures. They also may describe transactions or items that, because of their indeterminate nature, cannot be included in the body of the statements. They may define unfamiliar terms, or they may explain important accounting policies, restrictions on the payment of dividends, or the basis on which items are listed in the balance sheet.

These footnotes are an integral part of the financial statement which they accompany. Unless the investor studies and understands them, he cannot understand the items to which they refer. Footnotes are required to clarify the meaning of financial statements, because accounting depends not only upon indisputable facts but also upon human interpretation and judgment.

—BUY DEFENSE BONDS AND STAMPS—

THE MASSACHUSETTS ASSOCIATION of Business and Secretarial Schools, at its last meeting, accepted the following definition: "That *scholarship* be understood to mean instruction financed from funds outside the school income or ownership."

The Association voted to go on record as requiring that no member offer scholarships other than as defined above.

Walter R. Catton, of Burdett College, Boston, is president of the Association.

Achievement Tests in American Business Law

R. ROBERT ROSENBERG, Ed.D., C.P.A.

2. The Law of Contracts—Competency of Parties and Legality of Subject Matter and Purpose

THE following examination is the second in a series to be presented in the BUSINESS EDUCATION WORLD.

Each examination consists of two parts, each requiring 20 minutes: a new-type test (true-false test, single-answer test, multiple-choice test, or completion test), and case test containing ten problems. The correct answers are shown in parentheses after each statement and expression.

If desired, each part of the examination may be divided, making four tests of 10 minutes each.

A—1. Competency of Parties to Contracts

TRUE-FALSE TEST—10 Minutes

INSTRUCTIONS FOR STUDENTS:

The truth or falsity of each of the following statements depends on the italicized words in the statement. If the statement is true, write T in an answer column at the extreme right; if false, write F and, in parentheses, write the word or phrase that will make the statement correct. (Note to Teachers: The answer column is omitted here to save space, and the answer follows directly after the statement.)

1. Each party to a contract may consist of *one or more persons*. . . . (T)
2. Insane persons and habitual drunkards are considered suffering from *legal* incapacity to contract. . . . (F—natural)
3. A minor becomes legally of age *a month* before his twenty-first birthday. . . . (F—a day)
4. A minor *is liable* for the reasonable value of necessities purchased by him. . . . (T)
5. A contract with a minor, other than for necessities, is voidable at the option of *either party*. . . . (F—of the minor)
6. A contract entered into with a person who has been declared insane by the courts *is always void*. . . . (T)
7. A minor must pay *for all articles* purchased

by him if the price charged was reasonable. . . . (F—necessaries)

8. A contract made with a person who is so intoxicated that he is unable to know what he is doing at the time he makes it is *void*. . . . (F—voidable at his option)
9. A minor who is supplied with the necessities of life by his parent or guardian *may nevertheless contract* for them. . . . (F—may not)
10. A minor who is married *is liable* for necessities supplied his wife, the same as if he were an adult. . . . (T)
11. The contract of a minor *is voidable* at his option. . . . (T)
12. An executory contract made by a minor *is void* if not ratified by him within a reasonable time after he becomes of legal age. . . . (T)
13. A minor may disaffirm an executed contract involving personal property *either before majority or a reasonable time thereafter*. . . . (T)
14. A minor may disaffirm an executed contract involving real property *either before majority or a reasonable time thereafter*. . . . (F—only after majority)
15. An executory contract made by a minor was not disaffirmed by him within a reasonable time after he reached his twenty-first birthday. The contract *was valid and binding*. . . . (F—void)
16. A minor entered into a contract with an adult by falsely representing himself to be of age. He *may not* avoid the contract. . . . (F—may)
17. A minor who injures another or his property *can be held* responsible for money damages. . . . (T)
18. A minor *may appoint* an agent to do for him what he may do personally. . . . (T)
19. A minor *may not* affirm part of a contract and disaffirm the rest. . . . (T)
20. Contracts made during lucid intervals by persons insane in fact but not declared so legally *are voidable*. . . . (F—are binding)

A—2. Legality of Subject Matter and Purpose

MULTIPLE-CHOICE TEST—10 Minutes

One of the numbered words or phrases in each of the following sentences correctly completes the statement. In the answer column at the right of each sentence, write the number of the expression that will make the statement correct. (The correct answer in each statement is italicized.)

1. The act required by the performance of a contract is referred to as (1) the consideration, (2) the purpose, (3) the contract, (4) *the subject matter*.
2. A contract entered into on a weekday to be performed on a legal holiday is generally held to be (1) *valid*, (2) void, (3) voidable, (4) illegal.
3. A contract entered into on a Sunday to be performed on a weekday is generally held to be (1) *valid*, (2) void, (3) voidable, (4) illegal.
4. The rate of interest that may be charged for the use of money, as fixed by law in most states, is called (1) the contract rate, (2) the fixed rate, (3) *the legal rate*, (4) the minimum rate.
5. Interest on an overdue debt is due from the date that the debt becomes due until the date that it is paid (1) at 6%, (2) *at the legal rate*, (3) at a reasonable rate, (4) at the contract rate.
6. Charging more than the maximum legal rate of interest that may be charged for the use of money is called (1) arson, (2) *usury*, (3) perjury, (4) fraud.
7. A transaction involving the sale of shares of stock for future delivery is (1) illegal, (2) *valid*, (3) void, (4) a gambling contract.
8. A person who renders, without a license, professional services of a kind for which he is required by law to have a license in order to practice (1) can collect agreed amount, (2) *cannot collect*, (3) can collect reasonable amount, (4) can collect amount fixed by law for such services.
9. A patent protects an invention for a period of (1) 17 years, (2) 20 years, (3) 25 years, (4) 28 years.
10. The legal monopoly that protects the statuary of sculptors is called (1) a trademark, (2) *a copyright*, (3) a patent, (4) a trade name.
11. A copyright protects the musical scores of song writers and musicians for a period of (1) 17 years, (2) 20 years, (3) 25 years, (4) *28 years*.
12. The registration of trademarks and trade names gives the owner exclusive use for a period of (1) 17 years, (2) *20 years*, (3) 25 years, (4) 28 years.
13. A permit or license granted by the governing authority to a person or to a corporation to

conduct certain lines of business, usually of a public-utility nature, is known as (1) a patent, (2) a copyright, (3) *a franchise*, (4) a trade name.

14. The pictures and designs of painters are protected by (1) patent law, (2) contract law, (3) civil law, (4) *copyright law*.
15. The fee charged for a copyright certificate is (1) \$1, (2) \$2, (3) \$5, (4) \$25.

B. Competency of Parties to Contracts and Legality of Subject Matter and Purpose

CASE TEST—20 Minutes

Analyze each of the following cases, stating your decision and the reason for your decision:

1. Massie, while intoxicated, sold his \$100 watch to Turner for \$10. The next day he offered Turner the \$10 and requested him to return the watch. Turner refused, and Massie brought suit. Judgment for whom? why? (Judgment for Massie. A contract made with a person who is so intoxicated that he is unable to know what he is doing at the time that he is making it is voidable at his option.)
2. Howard Carter, eighteen years of age and married, was sued for household debts incurred by his wife. He pleaded infancy in defense. Judgment for whom? Why? (Judgment for plaintiff. A minor who is married is liable for necessities supplied his wife, the same as if he were an adult.)
3. Several articles of apparel were purchased by Casper Brooks, a minor, who promised to pay for them in thirty days. When he failed to pay at the end of this time, the merchant brought suit. Evidence was submitted at the trial to prove that Brooks was already supplied with a sufficient quantity of the articles at the time he made the purchases, although this fact was not known to the dealer. How should the case be decided? Explain. (The dealer cannot recover, although he may regain possession of the goods if Brooks still has them. Since Brooks was already supplied with a sufficient quantity of similar goods, the articles furnished by the dealer were not necessities; hence, Brooks could not be held liable for their payment.)
4. A sporting-goods dealer refused to deliver a bicycle purchased by Harvey Clark, when he learned that Clark was a minor. Did he have the right to void the contract on this ground? Explain. (No. In a contract between a minor and an adult, only the minor has the right to avoid or disaffirm the contract. The adult is bound by the agreement if the minor is willing to perform his part of it.)
5. Hopkins, a minor, in a fit of anger, threw a stone through a plate-glass window. Does the plea of infancy excuse Hopkins from the consequences of his act? Explain. (No. A

minor is protected against his own inexperience but not against his own wrong-doing. If he injures another or his property, he will be liable for damages.)

6. John Barton treated a patient prior to the time that he obtained a license to practice medicine, as required by the laws of his state. The patient did not pay his bill, and Barton sued for his services. Judgment for whom? Why? (Judgment for the patient. A person who has not complied with the license statute of his state cannot recover for work done in connection with an occupation for which license is required.)
7. Carter wagered with Dixon on the outcome of a football game. He lost and gave Dixon a check in payment. Later, he stopped payment on the check. Dixon sued. How should the case be decided? (Judgment for Carter. Checks given in connection with gambling contracts have been declared void in most states.)
8. Hillman gave Stetson a three-month, non-interest-bearing note on July 15. He paid the note on January 15 next. Stetson demanded 5 per cent interest on the note because it was not paid at maturity. The maximum legal rate of interest which may be charged for the use of money in the state was 6 per cent. To how much, if any, interest was Stetson entitled? Explain. (Stetson was entitled to three months' interest at 6 per cent. Interest at the legal rate, unless a different rate is specified, is due on a debt from the date that the debt becomes due until the date that it is paid.)
9. Williams promised to pay Elders, a high public official, \$500 if he would obtain a pardon for Lear, who had been convicted of a felony. Elders did as requested and demanded the \$500. Williams refused to pay. What can Elders do about it? Explain. (Elders cannot collect the money. This agreement was against public policy and, hence, illegal and void.)
10. Gail Pastor promised to pay a fireman \$100 if he would save an unfinished manuscript and other writings from a burning building. When the papers were delivered to her, she gave him the money as agreed. (a) Was Gail Pastor bound by her promise to pay the money when the fireman saved the papers? Why? (No. The fireman was only doing his duty.)
(b) Could she recover the money from the fireman after she had paid it, if she decided that the papers were not worth \$100? (The laws of some states permit an innocent party to an executed illegal contract to recover what he has paid on the contract.)

Additional tests by Dr. R. Robert Rosenberg will appear in subsequent issues of the B.E.W.

September Bookkeeping Winners

Here are the names of the students who won cash prizes in the B.E.W. Bookkeeping Contest for September. Names of teachers are in italics.

FIRST PRIZE—\$3

John Charles Law, High School, Carnegie, Oklahoma. *Evelyn Young.*

SECOND PRIZE—\$2

Yoshiko Shintaku, Honolulu Business College, Honolulu, T. H. *Mrs. Beulah Butterfield.*

OTHER PRIZE WINNERS—\$1 EACH

Bendina Daghita, Senior High School, Ithaca, New York. *Ethel M. Doney.*

Kathleen Fisher, High School, Fairhaven, Massachusetts. *G. Edith Libbey.*

Thomas Mooney, Saint Augustine High School, Chicago, Illinois. *Sister M. Elfrida.*

Darlene Nelson, High School, Willmar, Minnesota. *Edith M. Johnson.*

Ruth Porter, High School, Springfield, Vermont. *Vivian Brunell Bourgeois.*

Anne Marie Rooney, Notre Dame High School, Berlin, New Hampshire. *Sister M. St. Mildred.*

Philomena Russo, Sisters of St. Joseph, Flint, Michigan. *Sister M. Rosabelle.*

Mary Isabel Sundrup, Van Cleve High School, Troy, Ohio. *Virginia Weiss.*

Joybell Wellnitz, Holy Family High School, Columbus, Ohio. *Sister Grace Marie, R.S.M.*

Jeanette Wetter, Saint Peter High School, St. Charles, Missouri. *Sister M. Paul de Cruce.*

BOOKKEEPING EDITOR'S NOTE: A large number of papers submitted in the September bookkeeping contest merit Honorable Mention. We regret that space limitations do not permit publication of the names of students who submitted these papers. Students who have been awarded Certificates of Achievement, however, should be encouraged to enter future contests. The third project in the current series appears on page 226 of this issue. THE BUSINESS EDUCATION WORLD will award cash prizes for the best solutions.

The September bookkeeping key was published on page 65 of that issue. The October bookkeeping key is on page 226.

A TWO-PERIOD Bookkeeping Project

WITH CASH PRIZES FOR SOLUTIONS

MILTON BRIGGS

*Senior High School
New Bedford, Massachusetts*

HERE is the third in a series of short bookkeeping projects. Each one requires no more than two 40-minute class periods to complete. This project will provide your students with a welcome change from textbook routine. All the information they will need is given here. The B.E.W. will distribute cash prizes, as described below, for student solutions of this project.

1. *Read this introductory paragraph to your bookkeeping students:*

Jonathan and Amanda Merriwether are the proprietors of Codfish Farm, formerly a summer hotel but now a year-around "tourist home," in the town of Oysterville on Cape Cod in Massachusetts. On October 1 of this year, the Merriwethers began to keep a systematic record of their business transactions. At present they are using only one book of original entry, a General Journal. Their journal entries for the month of October have been completed, and it is now time to start posting.

2. *Have the journal entries written on the blackboard, or dictate them to your students. If your students worked the previous project (in the October B.E.W.), redistribute their journal papers for Codfish Farm. (Teachers who wish to distribute a copy of the entries to each student have the permission of the B.E.W. to duplicate the complete project.)*

This is what the student is to do:

Post the journal entries made at Codfish Farm during October. Use regular ledger paper, or rule accounts on plain white paper with pen and ink. *All entries must be handwritten.* Allow four lines for each account

(including the title) except Cash; allow ten lines for the Cash account.

When the posting has been completed, prepare a Trial Balance of differences on journal paper or on plain white paper, properly ruled. Use pen and ink.

The key for this project will appear in the December issue of the BUSINESS EDUCATION WORLD.

CODFISH FARM GENERAL JOURNAL

October 1, 1941

Cash	\$1,099.79	
Station Wagon	309.50	
Cows	170.00	
Poultry	150.00	
Furniture	2,023.90	
Canned Goods and Vegetable Inventory.	79.96	
Real Estate	9,000.00	
Cape Motor Mart ...		75.00
John Alden Furniture Company		109.70
Vacationland Maga- zine		35.00
Pilgrim Printing Press		28.75
Oysterville General Store		37.63
Homelike Laundry Service		8.75
The Star Store		12.98
Cape Cod Cannery, Inc.		16.04
Notes Payable		1,045.00
Mortgage Payable ..		3,000.00
Amanda and Jonathan Merriwether, Capi- tal		8,464.30

OCTOBER PROJECT KEY

The material shown above constitutes the key to the October project, as well as part of the November project, the remainder of which follows on the next page. Explanations are omitted to save space, but they were required of students in solving the October project.

Amanda and Jonathan Merriwether, proprietors of Codfish Farm, at Oysterville, Massachusetts, commenced keeping records of their business with assets and liabilities as listed on the page before this one. Below is a continuation of the General Journal.

—1—		
Cape Motor Mart	25.00	
Cash		25.00
—2—		
Food Purchases	27.82	
Oysterville Gen. Store		27.82
—3—		
Vacationland Magazine	35.00	
Cash		35.00
—4—		
Furniture	12.95	
The Star Store		12.95
—13—		
Heat and Light	16.79	
Cash		16.79
—16—		
Food Purchases	30.35	
Cape Cod Cannery, Inc.		30.35
—20—		
Station-Wagon Expense	2.83	
Cash		2.83
—23—		
Labor Expense	3.50	
Cash		3.50
—24—		
Cash	42.50	
Solomon Parker	42.50	
Cows		85.00
—27—		
Labor Expense	4.50	
Cash		4.50
—28—		
Oysterville Gen. Store	37.00	
Pilgrim Printing Press	28.75	
John Alden Furniture Company	50.00	
Homelike Ldry. Service	8.75	
Cash		124.50
—29—		
Mayflower Hotel	35.00	
Poultry		35.00
—30—		
Rowanis Club	22.10	
Food Income		22.10
—31—		
Cash	842.78	
Rent Income		238.00
Food Income		604.78
—31—		
Livestock Expense	2.60	
Cash		2.60
—31—		
Cape Motor Mart	50.00	
Notes Payable		50.00

---31---		
Labor Expense	32.00	
Cash		32.00

Contest Rules and Instructions

1. Select the best solutions (*not more than 3 from each class*) and mail them to Milton Briggs, Bookkeeping Editor, The BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York City.

2. The B.E.W. will award cash prizes as follows: \$3 first prize for the best solution submitted, a second prize of \$2, and ten prizes of \$1 each.

3. All papers must be in New York on or before November 25. Winners will be announced in the January B.E.W.

4. All papers submitted become the property of the BUSINESS EDUCATION WORLD. No papers submitted will be returned.

5. The judges of the contest will be Clyde Blanchard, Milton Briggs, and Miss Vera Reading. In case of a tie, duplicate prizes will be awarded.

Suggestion to the Teacher

You may, if you wish, send to the Awards Department of the BUSINESS EDUCATION WORLD the papers of all students who submit a satisfactory solution for this project. An attractive two-color Junior Certificate of Achievement will be awarded each student. This certificate is similar to the one pictured here. A fee of 10 cents for each name must accompany your list to offset, in part, the costs of printing and mailing.

THETA ALPHA DELTA, composed of a group of Los Angeles women in business education, added nine new members at a meeting held in June.

The new officers who were installed for the coming year are as follows:

President: Dr. Jessie Graham, assistant supervisor of commercial education, Los Angeles City Schools.

Vice President: Mrs. Alinda MacLeod, Metropolitan School of Business, Los Angeles.

Secretary: Mrs. Katherine Spurrier, Metropolitan School of Business, Los Angeles.

Treasurer: Mrs. Edna Jones, Woodrow Wilson High School, Los Angeles.

Historian and Parliamentarian: Mrs. Iona Lord, Huntington Park High School.

Take Your Law Class to Court

Recovery on Contracts (Part II)—the second in a series of actual law cases with the results and comments by the judge.

H. G. ENTERLINE

*Professor of Accounting and Law
Elizabethtown (Pennsylvania) College*

LESSON to be learned from the cases described here: Once an agreement has been completed, it cannot later be avoided by a mere change in the mind of one of the parties.

Credit Manager vs. Housewife

In a suit to recover a balance of \$12 due on goods sold on credit, plaintiff testified that he represented his company, which was made up of his brother and himself; that the company had a plan for selling groceries and general merchandise with no down payment, but with collections to be made at the end of each week. Each customer was given a credit book in which the entry was made at the time of the collection. At the same time, the office retained a master account in which these collections were recorded.

Defendant had purchased merchandise and agreed to pay \$1 each week. She had paid the first few installments, but thereafter was never at home when the collector called. Later she moved to another section of the city and discontinued payments altogether. In fact, plaintiff stated, he had had considerable difficulty in locating her new address. He presented the company's record book in evidence.

Defendant, who was represented by counsel, testified that she had purchased the merchandise as claimed, and that she was getting "sick and tired" of having these collectors bothering her all the time. On one occasion when she was away from home, she testified, she had left the dollar with a neighbor but had forgotten to give her the record book. This dollar, she said, was not

entered in her record book, and the company claimed it was not on their record. She didn't see why she should have to pay if the company was trying to collect more than their due. She denied that she tried to avoid payment or that she left no forwarding address. She testified further that the collector never called after the difficulty over the \$1 payment.

Judgment was for the plaintiff in the amount of \$12, balance due on the company's books. While the defendant may have been correct about the \$1 in dispute, her case was confused. It is doubtful that the small amount in dispute justified the cost of litigation and the hiring of an attorney.

Buyer vs. Furniture Dealer

In a suit for the return of a deposit of \$25 made toward the purchase of a bedroom suite valued at \$200, plaintiff testified that she had "picked out" a bedroom suite in the store, made a deposit of \$25, and requested that the suite be held until she could pay the remainder. Financial reverses (nature unexplained) made it impossible for her to pay the balance, and she requested the return of the deposit. This the furniture dealer refused.

Defendant, who was represented by counsel, admitted that all the plaintiff said was true but felt that he had a right to keep the \$25 as damages. He stated that his profit on the sale was really more than that amount.

The court held for the defendant.

—BUY DEFENSE BONDS AND STAMPS—

Write to the Awards Department, The Business Education World, 270 Madison Avenue, New York, for complete information about the B.E.W. projects for student use. See pages 226 and 248.



Co-operative Secretarial Training

WILLIAM E.
HAINES

Mr. Haines is supervisor of commercial education, Wilmington (Delaware) Public Schools. At present, he is on leave, having a temporary appointment to the Business Education Service, U. S. Office of Education.

IT has recently been my privilege to visit schools in a number of states where the subject of co-operative part-time classes in business education has come up for discussion. State and city superintendents, state directors of vocational education, state and city supervisors, and principals were virtually unanimous in their indorsement of the co-operative idea.

Not a few of these people represented cities and states where office-employment opportunities abound. All were interested in the great problem of preparing high school youth for vocational competency.

This question inevitably came up: "Why has business education been slow to recognize the value of work experience as an adjunct to sound vocational training?"

Perhaps there is but one answer. The classroom teacher of shorthand, typewriting, bookkeeping, or office practice has looked to the general school administrator to lead the way. The administrator has expected the professional leadership in a specialized field to come from those engaged in that field. Result: Inaction.

The installation of a co-operative program in the high school naturally involves decisions beyond the scope of the classroom teacher's responsibility. The necessary organizational changes naturally come within the administrator's scope. These changes involve such matters as curriculum readjust-

ments; appointment of the co-ordinator and the definition of his duties; provision for the necessary physical facilities; public relations; legal implications; guidance, placement, and follow-up procedures; and pupil-accounting.

Since the problems incidental to the adoption of a co-operative plan seem to loom large at the outset, there is a tendency to resist its inception.

The Plan Begins with the Teachers

If the co-operative principle is to be applied to the secretarial, accounting, and general clerical areas, it will become necessary for the teacher, the department head, and the supervisor to stimulate and crystallize the thinking of administrators on both state and local levels. There is every reason to believe that principals and superintendents would look with favor upon a prospectus, prepared by the teachers of business subjects, dealing with the manifold aspects of initiating such a plan.

In these days of accelerated employment resulting from the national-defense effort, nothing could be more timely or more worthy of the business teacher's attention than the preparation of a plan for submission to the local school administrators. Professional associations could exert real leadership by promoting discussions of questions relating to the adoption of a co-operative plan. Employers and business leaders could be invited to project their views into a consideration of the values of related in-training job experience. It is safe to say that most employers would welcome any device calculated to make the educative process more "practical"!

Notwithstanding an open-mindedness, coupled with a willingness to be shown, on the part of most school administrators, the

ultimate responsibility for promoting co-operative business education rests at the "grass roots"—with the teacher of business subjects. Teachers have an inescapable responsibility for professional progress within their field. It is too much to expect others, who have less interest, to lead the way.

Vocational Aims

A frequently heard criticism of the co-operative idea as applied to business education is that not all the students taking business courses are of vocational caliber. Therefore, the critics say, since a great many students are enrolled for personal-use reasons, a device based purely upon vocational grounds would be inappropriate and unjustified. Exactly. Participation in the work experience *should be* restricted to those who have attained minimum standards of vocational efficiency.

Dr. Alonzo Grace, state commissioner of education for Connecticut, sees the co-operative plan as a means by which the schools can differentiate between vocational and personal-use values. He believes that business educators must discover a way to functionalize the training of that large segment of business students who possess the qualities necessary for success in office employment. Thus, Dr. Grace redefines a problem that has perplexed the leaders of thought in business education for a long time.

The Co-operative Plan in Michigan

Miss Irene Swan, recently a teacher in the Saint Clair (Michigan) High School, calls our attention to a bulletin, entitled "Occupational Training and Guidance for Youth," sponsored by the public schools of Algonac, Marine City, Marysville, and Saint Clair. In it is a description of the co-operative program employed in that area, in which training for stenographic and secretarial workers is provided. The advantages of co-operative training were set forth as follows:

1. It establishes the individual worker's status in an occupation.

2. The all-round training the individual receives qualifies him to perform many jobs and operations; hence, he can be more easily adjusted to varying conditions.

3. The thorough and broad training which the individual receives provides greater opportunity and security for employment in a variety of occupations.

It becomes increasingly apparent that many schools are exploring the possibilities of a related work experience. Once the pattern is definitely set, there is ample reason to believe that co-operative education will meet with widespread acceptance.

N. A. B. T. T. I. Program

THE NATIONAL ASSOCIATION of Business Teacher-Training Institutions has announced a tentative program for its convention, to be held at the Hotel Sherman, Chicago, on December 29 and 30.

"Business Teacher-Training Policies" is to be the theme of the convention.

"N.A.B.T.T.I. as an Accrediting Agency" will be the subject for the morning meeting on December 29. The speaker will be Dr. R. L. West, president of State Teachers College, Trenton, New Jersey, and chairman of the Committee on Standards, American Association of Teachers Colleges.

The luncheon speaker will be Dr. E. G. Blackstone, director of business education, University of Southern California. Dr. Blackstone was the first president of N.A.B.T.T.I. Discussion of three additional policies will take place at the afternoon session on December 29 and at the morning session the next day, after a breakfast meeting of officers and directors. The annual business meeting is scheduled for the afternoon of December 30.

Miss Frances B. Bowers, of Temple University, Philadelphia, is president of the Association. Dr. Hamden L. Forkner, Teachers College, Columbia University, is chairman of the policies committee.

DR. W. G. SHOVER has resigned from the position he held by temporary appointment, as special representative in the Business Education Service, Washington, D. C., to resume his work as head of the Department of Business Administration at Arkansas State College, Jonesboro, Arkansas. His leave of absence from his college position expired on September 1.



Our Course In Shorthand Methods

JAMES M.
THOMPSON

ENTRANCE into a methods course presupposes a thorough understanding of the subject matter to be taught. Generally speaking, the student enters the methods course in his junior year. The required courses leading up to his training in methods of teaching are such as to give him a good background as far as subject matter is concerned. The methods course may, and generally does, include some review work; but its real function is to provide training in how to put knowledge across when the time for actual teaching is at hand.

The success of this training necessarily depends upon two accomplishments: equipping the student teacher so that he is mentally prepared to take over in the classroom, and equipping him equally well with material needed in teaching or with a knowledge of where such material can be obtained.

The foundation of his mental preparation is, of course, his general knowledge of the subject to be taught; but in addition to this he will need such mental reinforcements as self-confidence, enthusiasm for teaching, an understanding of the probable reaction of his students, and a knowledge of how to meet and solve the problems that will arise from day to day in his teaching.

A collection of teaching aids should begin early in the course. The matter of making the collection is, in itself, a means of learning the identity of the leaders in the field, what contributions they have made, and what problems they have had to meet and solve as they came along the same path on which the inexperienced teacher is now setting forth.

While all methods courses are built

around common aims, they are decidedly different in their organization, because each field of teaching must have a methods course that meets its specific requirements. In business education, the teaching of shorthand is probably one of the most complicated problems in the teacher-training program.

This is true because of the large number of different methods of teaching the subject that are now in use over the country. At the present time, at least ten different methods, introduced by leaders in the field, are in current use.

Some Methods Overlap

It is true that there is a good deal of overlapping in these different methods and that, in principle, no one of them is distinctly different from the others. They are organized differently, however, and are characterized by a variation in the use of material so that no one method can be selected from the list and settled upon as that by which student teachers shall learn to teach shorthand. Instead, the student must be given at least an introduction to all the leading methods and then thorough training in the method or methods that are most used in the area where he expects to teach.

The problem of handling methods of teaching shorthand in Eastern Illinois State Teachers College is, I think, fairly typical of the problems in departments of business education all over the country where teachers are being trained.

Methods of Teaching Gregg Shorthand, as offered in Eastern Illinois State Teachers College, Charleston, is a preservice course. It is designed for college students who have completed the freshman and sophomore years and who are preparing to teach.

With the first of the two general purposes

of the course in mind—that is, to equip the student mentally so that he is able to teach what he knows—special emphasis is laid from the beginning on developing teaching technique. Certain units of guidance are outlined and followed as the work in the course proceeds. This guidance outline provides for continual work on skills, the mastery of which must be demonstrated in the classroom.

It is an accepted theory that a masterful performance of the skills a teacher expects from his students is one of the surest means he has of gaining and keeping the confidence of his students, and it is to this end that this particular feature of the course is directed.

The work on perfecting skills is featured by shorthand writing at the desk and at the blackboard. The methods student is urged to give constant attention to his writing. This interest is stimulated by the participation of students in the O. G. A. and Teachers' Medal tests sponsored by *The Gregg Writer*.

Developing Confidence in Students

Students are trained to develop confidence in performing before a class through frequent individual assignments of blackboard writing, after which the characters are examined and given an accuracy and beauty rating by the other members of the class.

Setting up criteria for pupil achievement is another important factor in the methods course. Such standards are determined through extensive reading of the works of leading authorities in the field and by studying specific teaching situations with a view to determining what achievement can be expected in each case. The matter of equipment is also studied, because it is a determining factor in the consideration of probable pupil achievement. Discussions are held on the minimum amount of equipment with which a teacher should attempt to work and on the types of equipment from which the best results can be expected.

The first week of the course is devoted to a discussion of the various methods of teaching Gregg Shorthand. In discussing the various methods, it is made clear to the

DR. JAMES M. THOMPSON is an associate professor and head of the Department of Commerce, Eastern Illinois State Teachers College, Charleston. His doctoral degree is from New York University, where he was formerly head of the Secretarial Division, School of Commerce. He has taught summer courses at Colorado State College of Education, Oregon State Agricultural College, and N.Y.U. and has published books, tests, and articles.

student preparing to teach that all methods and the texts prepared for them should be used in the way the author intended them to be used. It is also pointed out that the young teacher must keep his mind flexible with regard to which method or methods to use, since he does not yet know in what school he will be placed or which method and its accompanying text will confront him.

Following these discussions, the students are provided with copies of a statement of principles governing the use of each of the methods discussed. They are also provided with two pamphlets, "High School Course of Study in Gregg Shorthand and Secretarial Practice," by Clyde I. Blanchard, and "A Course of Study for Teaching Gregg Shorthand by the Functional Method (Elementary and Advanced)," both published by the Gregg Publishing Company. These materials are the basis for the collection of teaching aids that will be gathered by the students during the course.

At this time a reading assignment on the following books is made, the reading to be completed by the end of the term:

The Use of the Blackboard in Teaching Shorthand, by John R. Gregg

Problems of Teaching Shorthand, by Lomax and Walsh

The Factors of Shorthand Speed, or How to Become a Stenographic Expert, by David Wolf Brown

Gregg Dictation and Transcription, Teacher's Manual, Pt. I, by Renshaw and Leslie

Gregg Shorthand, Functional Method, Teacher's Handbook, Part I, by Louis A. Leslie

Functional Method Dictation, Teacher's Handbook, Part I, by Louis A. Leslie

The Teaching of Shorthand, by John R. Gregg

Twenty Shortcuts to Shorthand Speed, by
Clyde I. Blanchard

The use of *The Gregg Writer* and of the *Business Education World* (which carries the key to shorthand plates in *The Gregg Writer*) is pointed out by the instructor. Students are encouraged to keep these two magazines definitely in mind when making plans for their future teaching.

Work from the second to the eleventh week is organized as follows: Approximately 30 minutes of each period, two periods each week, is given over to teaching by students. This student teaching follows a carefully organized chart of twenty teaching assignments, which is designed to provide a cross-section presentation of several methods of teaching shorthand. It provides for emphasis on phases that are more or less common to all the methods or that characterize those in wider use. Each student is given an assignment and is called upon to present the lesson according to its number on the chart. The topics and the sequence in which they are assigned are as follows:

1. Direct-Approach Method. First five units, *Direct Practice Units for Beginning Gregg Shorthand*, Odell, Rowe, Stuart.
2. Functional Method. Chapter I, *Gregg Shorthand, Functional Method* (Volume 1), Leslie. (Emphasizing first day.)
3. Anniversary Manual Method.¹ Lesson 1, *Teaching Principles and Procedures for Gregg Shorthand*, Skene, Walsh, and Lomax.
4. Direct Method. Chapter I, *Direct-Method Materials for Gregg Shorthand*, Brewington and Soutter.
5. Sentence Method. First Week, *Daily Lesson Plans for Teaching Gregg Shorthand by the Sentence Method*, Zinman, Strelsin, Weitz.
6. Functional Method. Chapters IV and V, *Gregg Shorthand, Functional Method* (Volume 1), Leslie. Emphasizing introduction of writing.
7. Anniversary Manual Method. Teach the diphthongs, Unit 13, *Gregg Shorthand, Anniversary Edition*, Gregg.
8. Functional Method. Teach phrasing as presented in Assignment 52, *Gregg Shorthand, Functional Method* (Volume 2), Leslie.
9. Anniversary Manual Method. Teach the abbreviations, Unit 25, *Gregg Shorthand, Anniversary Edition*, Gregg.
10. Introduction to Transcription. (Typing

room.) *An Introduction to Transcription* (Second Edition), Adams and Skimin.

11. Functional Method. Chapter XI, *Gregg Shorthand, Functional Method* (Volume 2), Leslie.

12. Developing reading skill. (1) Brief-form contest. (2) Spelling bee. (3) Phonograph records.

13. Developing writing skill. (1) Memorize sentences. (2) Develop power of retention.

14. Teaching grammar by dictation of articles and sentences.

15. Shorthand penmanship.

16. *The Gregg Writer*. (1) Articles. (2) Drills. (3) Reading. (4) Writing.

17. Letter placement. (Typing room.)

18. Transcription. Assignment 1, *Gregg Dictation and Transcription*, Renshaw and Leslie.

19. Transcription. Assignment 56, *Gregg Dictation and Transcription*, Renshaw and Leslie.

20. Mastering Shorthand Theory Principles. Section 8, *Gregg Speed Building* (New Revised Edition), John R. Gregg.

The student teacher, following a well-organized lesson plan, presents the lesson on a special topic in shorthand previously assigned by the instructor. During this lesson the instructor takes his place at the back of the room with the students.

Perhaps the greatest benefit to be obtained from requiring students to take over the class in this way is the opportunity it affords to develop poise and self-confidence while presenting the lesson. The actual knowledge of the student is also tested. At the close of the presentation, a discussion is held by the other members of the class, and the lesson is evaluated as to its good and bad points. The instructor uses this opportunity to contribute helps that he may see are needed. The general policy of supplying a means of improvement for every criticism offered is one that is followed throughout the discussion. A rating sheet is used for an evaluation of the teaching by other members of the class. It functions as a basis for the discussion.

The following qualities are listed on the rating sheet, with spaces for appropriate ratings and general comment.

Appearance:

1. Clothes.
2. Hair.
3. Posture.
4. Shoes and hose.
5. Use of cosmetics.

¹This is a teacher's guide, organized in accordance with the units of *Gregg Shorthand Anniversary Edition*.

English:

1. Vocabulary.
2. Pronunciation.
3. Grammatical errors.

Voice:

1. Pleasant and well modulated.
2. Clear enunciation.
3. Too loud.
4. Too soft.
5. Hesitant speech.
6. Comments.

Poise:

1. Self-confidence.
2. Nervous habits.
3. Comments.

Lesson Planning:

1. Aims and objectives.
2. Use of supplementary material.
3. Selection of methods and procedures.
4. Comments.

Lesson Presentation:

1. Knowledge of subject.
2. Individual supervision of pupils' writing.
3. Lesson timing.
4. Clear and fluent dictation.
5. Pupil participation.
6. Pupil control.
7. Handling of pupil responses.
8. Assignment.
9. Comments.

Blackboard Notes:

1. Size.
2. Fluency.
3. Slant.
4. Curve formation.
5. Circle joinings.
6. Incorrect outlines.
7. Comments.

During this period of individual teaching, students are required to gain experience in giving dictation timed by the stop watch. Each student must dictate to the other members of the class at rates varying from 40 to 140 words a minute. This dictation is, of course, written in shorthand by the other members of the class.

Approximately 20 minutes of one period each week is spent on student reports based on reading from a recommended bibliography. Each member of the class is given a mimeographed copy of the bibliography to add to his collection of teaching aids and is required to take notes on each report so that he will be prepared to enter into a discussion of it. The remainder of the period is given over to this discussion.

The fourth period of each week is devoted to lessons taught by the students. These

lessons are based on *Speed Drills in Gregg Shorthand*, by Leslie and Zoubek. The student teacher is encouraged to employ as wide a variety of teaching devices as possible. In conducting these practice-teaching periods, an effort is made to maintain, as nearly as possible, an actual teaching situation. The student teacher is expected to handle the class just as he would handle an advanced shorthand class on the job. Each student is expected to make note of the teaching devices used so that he will later be able to make use of them himself.

The eleventh week is used for completing unfinished teaching assignments and reports. One day is given over to a comprehensive proficiency examination in shorthand theory, which all students are required to take.

During the twelfth week such topics as these are discussed by the instructor:

- The place of new matter in shorthand.
- Standards of achievement in shorthand.
- Improving transcription.
- Control of repetition practice in shorthand learning.
- The function of prognostic, diagnostic, and achievement testing.
- The stenographer's first week on the job.
- Knowledges and skills needed by a masterly teacher of shorthand.
- Contests.
- Status of shorthand.
- A general summarization of the entire field of shorthand.

A socialized plan is followed in conducting these discussions. While the instructor has charge at all times, the students are encouraged to ask questions at the end of each discussion and to take notes on any points that may be of future use to them. The instructor attempts to personalize the discussions by fitting into them some of the problems he has had to face and by contributing devices in teaching that he has found helpful.

Each student is expected to visit a high school shorthand class during the term. Students are encouraged to do this visiting in their home towns and are required to make a report on the visit to the other members of the class.

A term paper—an outline of two years' work in teaching shorthand—is required at the close of the term. It includes the fol-

following points of information: aims and objectives in teaching; selection and guidance of students; method of teaching; lesson plans; lesson presentation; dictation; homework; pretranscription training; transcription; tests; standards of achievement (by semesters); shorthand teaching devices; books, supplies, and equipment; Gregg service; secretarial training; bibliography for teachers of shorthand.

The envelope-type notebook is kept throughout the term. It is considered an instrument of significant value, since its completeness determines whether or not the second of the two general aims of the course has been accomplished—that is, full equipment for the young teacher in terms of teaching devices, with instructions as to where more may be obtained. The notebook should contain typewritten summaries of all outside readings, class notes, teaching

devices, and materials given out by the instructor during the term.

A final written examination is given at the close of the term. It is generally an objective-type test and is constructed in four parts. Part I covers the psychological aspect of shorthand teaching; questions on methods comprise Part II; Part III is devoted to procedures; and Part IV is made up of miscellaneous questions, some of them of the discussion type.

Students are graded on the following requirements of the course: student teaching, class reports, notebooks, visitation, comprehensive theory examination, term paper, and final examination.

See page 208 for an article of especial interest to typing teachers—experienced, beginning, and in training.

A. V. A. to Meet December 10-13



L. R. HUMPHERYS



PAUL H. NYSTROM



LINDLEY H. DENNIS*



EARL B. WEBB

THE American Vocational Association will meet at the Statler Hotel, Boston, December 10-13. Earl B. Webb, supervisor of distributive education for Massachusetts, will be in charge of the program and exhibits for the business education section. Among the speakers will be Dr. J. C. Wright, assistant U. S. commissioner for vocational education; B. Frank Kyker, chief, U. S. business education service; and Kenneth B. Haas, regional agent for distributive education.

A splendid program has been planned, in which state supervisors, owners of large de-

partment stores, and other qualified leaders will participate.

Officers of the A.V.A. are as follows:

President: L. R. Humpherys, Utah State Agricultural College, Logan, Utah.

Vice-President, Business Education: Dr. Paul H. Nystrom, School of Business, Columbia University.

Executive Secretary: Dr. Lindley H. Dennis, Denrike Building, Washington, D. C.

Chairman, Business Education Section: Earl B. Webb, Supervisor of Distributive Education, Commonwealth of Massachusetts.

* Photo by Washington Press-Photo Bureau.



Adventures In Social-Business Education

LLOYD L. JONES

No. 6—A Future Store Owner Thinks of Business

A NINTH-GRADE Negro boy produced a general-business notebook that did not contain a single drawing, clipping, magazine article, or illustration. In order to appear businesslike, he typed the entire notebook. He wants to be a store owner, and he has idealized business ownership as the most respectable career for which he might prepare. He wrote:

Business is something that I can prepare for. After I quit school I can get a job in a store and learn the business. Maybe I can become a partner or maybe I can save enough money to start a little business of my own. I am studying about the men who have made successes of their lives and some of them have been good businessmen. I want to be the best Negro store owner in the United States.

Although his teacher could not vouch for the accuracy of some of his statements, this ninth-grade boy had some very definite ideas relative to business. Although he had never been a good student in school and had been in trouble several times, he was suddenly awakened to the possibilities of tying up school and community life to his own life.

He was allowed to select his own project and work on his notebook without interference or pressure from anyone. Because his typewritten story is so interesting, the following extract is given in his own words, taken from the first few pages of his notebook:

BUSINESS ENTERPRISES

The business enterprises in which 2,000 or more Negroes in my city are engaged are: stock raising, jewelry, dairying and farming, ice dealers, saw and planing mill proprietors, wholesale merchants and dealers, dry goods, fancy goods and notions, manufacturers and proprietors of

clothing factories, fruit growers, livery stable keepers, buyers and shippers of grain and live stock, candy and confectionery, transfer company, drugs and medicines, general store produce and provisions, real estate, junk dealers, billiard and poolroom keepers, undertakers, hotel keepers and managers, coal and wood dealers, builders and contractors, hucksters and peddlers, truck gardeners, grocers, restaurant, cafe and lunch room keepers.

BANKS

The first Negro bank established was "The Freedmen's Savings Bank & Trust Co. on March 3, 1865 which provided for savings of freed slaves. Branches of this bank were established in the largest cities of Georgia, Maryland, South Carolina, Louisiana, Tennessee, Mississippi, Alabama, Kentucky, Arkansas, North Carolina, Virginia, Missouri, Washington, D. C. and New York City.

The first private Negro banks were established:

1. The Capitol Savings Bank of Washington, D. C.—Oct. 17, 1888.
2. The True Reformers' Bank of Richmond—April 3, 1889.
3. The Mutual Bank & Trust Co. of Chattanooga, Tenn. in 1889, and failed in panic of 1893.
4. The Alabama Penny & Saving Bank, Birmingham, Ala.—Oct. 15, 1890.

In 1934 there were 73 Negro banks with the total capital of \$6,250,000 and with resources of \$20,000,000. These banks were doing an annual business of about \$100,000,000.

INSURANCE

The First Insurance Co. was organized in Philadelphia in 1810. The American Insurance Co. It had a capital of \$5,000. In 1936 there were more than 67 insurance companies operated by Negroes.

SUCCESS

Up to the present time the Negro has been a success in every avenue of life. As a soldier and citizen he has always been faithful to his country's flag; as a politician, he has filled successfully many honorable positions, from that of

a Town Constable to the Registrar of the Treasury of the United States; he has been a legislator, a senator, a judge, a lawyer, a juror, a professional man and a shrewd business man and man of honor, respect and confidence in every position all this in 76 years. "Every sort of hindrance has been thrown in his way, but he is overcoming them all and daily winning friends from the ranks of those most opposed to his progress. Time is yet to bring forth better things for the race. We shall rise, not by dragging others down, but by encouraging those who are up to extend down to us the helping hand, which we must quickly grasp, and by its help *lift ourselves up*."

NEGROES IN BUSINESS

John Smith owns the only real department store controlled by Negroes in the United States.

Mr. Smith is known as the Prince of Merchants, and he is truly that. Mr. Smith has the best appointed store in his city. His markers are on the highway as one comes to the city and the store itself comes up to its markers. His merchandise is of the best that money can buy. Mr. Smith's business history is an interesting one.

While a small boy he took orders for pants and suits at his home in Mississippi under the name of Smith Brothers. He later became a teacher in the schools in a nearby state. At his spare time from teaching he sold pants and suits. Soon he found that he was making more at selling pants than at teaching.

As Smith's pants business grew he got the displeasure of one of the members of the school board, who was in the clothing business. It was this gentleman that finally made it so unpleasant for Smith that he had to resign as a teacher.

Being a married man, he did not see at first how he could support himself and wife on the sale of pants, but through hard work he soon had a store carrying a splendid line of goods. It is interesting that the member of the school board who made it so very unpleasant for Mr. Smith was forced to go out of business after Mr. Smith became active. Smith is without doubt the only true retailer among Negroes.

An opportunity for self-expression and a burning desire to select a suitable occupation have made this boy's notebook unique in the all-too-few records of a well-thought-out plan for living and working in the business community. Attitudes and appreciations like those that stand out in this boy's work are far more desirable for him than mere mastery of office routines and clerical skills.

When junior business training began, it offered little opportunity for the development of attitudes and appreciations, because

the subject was a training for jobs on the junior level of office employment. Today, this subject has become general business education, or one of the social-business subjects. Therefore, it is part social and part business in its make-up.

Notebooks like those that have been presented in this series bring to our attention the many possible social values of the course. Such values are the intangibles—they defy measurement and precise definition; but they are as desirable as pulsating life currents—phenomena that can hardly be satisfactorily measured or defined.

Southwestern Business Schools to Meet

THE SOUTHWESTERN Private Business Schools Association will hold its regular meeting on November 28-29 at the Plaza Hotel, San Antonio. An excellent program has been arranged. Officers of the Association are as follows:

President: A. B. Chenier, Chenier Business College, Beaumont, Texas.

Vice-President: Ben Henthorn, Kansas City College of Commerce, Kansas City, Missouri.

Secretary-Treasurer: C. I. Blackwood, Blackwood-Davis Business College, Oklahoma City, Oklahoma.

Directors: H. E. Barnes, Barnes School of Commerce, Denver, Colorado; E. A. Guise, Tulsa Business College, Tulsa, Oklahoma; George Meadows, Meadows-Draughon College, Shreveport, Louisiana; Bish Mathis, Bish Mathis Institute, Longview, Texas.



A. B. CHENIER



BEN HENTHORN



Teaching Typewriting To Large Classes

J. C. FRAKES

Editorial Note: Mr. Frakes offers some splendid suggestions to teachers of large typing classes. Perhaps some of his suggestions will help you. Doubtless some of our readers face the same problems and meet them in different ways. Won't you share your experiences with the rest of us? Your contributions will be welcomed.

IT would be interesting to know how many teachers of typewriting in this country are teaching classes of sixty, seventy, or even eighty pupils. Since the early days of the depression, and perhaps even before that, there has been a distinct trend toward larger classes in many subjects, one of which is typewriting. This is especially noticeable in large cities.

For some time I have been hoping to find an article in one of the professional magazines about teaching typewriting to large classes, written by a teacher who has had that kind of experience. Of course the word "large" is a relative term, but for purposes of clarification let us say that a class of over fifty is "large." Surely a class of seventy or eighty would fall in that category.

Successful teaching in a class of this size demands the use of special techniques and cautions that a smaller class does not require. Motivation schemes that work in small or average-sized classes bog down in the large class. Tournaments, races of various kinds, etc., are unwieldy and wasteful of class time, to say nothing of the extra clerical work involved in keeping the records for projects of this kind. In my experience with large classes of unselected pupils, the best motivation has been the class ranking sheet and the marks, which are given objectively.

In a large class the teacher must make an unusual effort to know his pupils—their techniques, temperaments, faults, and past record in typing. It seems almost impossible to find out all this. The easiest thing for a teacher to do is to walk around the classroom with a ruler and a stop watch in his hands and bark out commands like a top sergeant in the army.

If this practice is kept up all term, the teacher learns to know only a few of his pupils; his class periods are mass drills and tests or budget work; and the individual attention that he promised himself he would give to his pupils has resulted only in "individual intention." The pupils may improve some, but the improvement is more or less accidental, and the teacher is not responsible to any great extent.

Harold H. Smith has compared typing teachers to athletic coaches.¹ That is a good comparison, but what athletic coach deals with 450 (6 times 75) charges each day? In order for the teacher to coach his pupils to a higher grade of performance, he must work with them individually. The class period must be planned so that there is some definite and worth-while activity going on every minute. At least it must seem to be worth while to both the teacher and the pupils; and I cannot overemphasize the word "definite." This begets confidence, concentration, and enthusiasm (we hope) on the part of the pupils.

There are some devices that will help the teacher to accomplish his aim; that is, help the pupil to improve in his ability to type. One such device is to group the pupils within the class according to their ability. For

¹Harold H. Smith, "Training Routine for Typists, No. 1—Introductory Work," *Business Education World*, December, 1939, pages 290-293.

J. C. FRAKES is a teacher in John Hay High School, Cleveland. His degrees are from Indiana State Teachers College, Terre Haute; and Western Reserve University, Cleveland. He has done considerable research in educational measurements and guidance. Among his extra-curricular interests are tennis, handball, and gardening.

example, after the first test, the better pupils can be placed in one section of the room and the poorer ones in another; then, as the teacher observes and checks their technique, the process of grouping continues. Little need be said about this grouping process to the pupils, but it is an aid to the teacher to know where he should spend his coaching efforts for the day.

It goes without saying that not all the time should be spent with any one group of pupils. To work individually with each pupil each day is impossible; but, with a systematic plan, some time can be spent with each pupil each week.

Another device is the typing technique card, which the teacher can show to each pupil each week, checking him weekly on any items that need attention. The pupil thus becomes technique conscious and strives to improve by proper practice. Correct technique may be demonstrated by the teacher, or he may have the pupil watch another pupil who is performing that particular motion skillfully.

Another device that helps the teacher to know his pupils is a seating plan that has on it not only the location of each pupil but also as much of his typewriting case history as is desirable. Such a seating chart may be made of heavy cardboard and covered with a black cloth, with pockets in it for cards.

The device resembles that used by many principals in building teachers' programs. The advantage is that cards may be inserted in these pockets and changed about as the pupil changes his seat. (And pupils do have to change their seats, because typewriters get out of order when they are pounded ten periods a day, often by novices.) On the card are entered the pupil's name and home-

room number, his record on important tests, his highest rates, and any notes the teacher may have about his technique.

The devices I have mentioned do not have to be used separately, but may be used in any desired combination or all together. These suggestions are not by any means a panacea for all the ills to be encountered in a large typewriting class; but if we have large classes, we must recognize the fact that they present special problems, and we must invent special techniques to deal with them.

—BUY DEFENSE BONDS AND STAMPS—

EDWIN A. SWANSON, head of the Department of Commerce of Arizona State Teachers College at Tempe, has obtained a leave of absence for the year to study toward the doctorate at the University of Southern California, from which he received his master's degree in 1936. He has taught at U.S.C. during summer sessions.

Mr. Swanson has taught in rural, elementary, and secondary schools and has had a wide variety of business experience. He is an active member of several professional and honorary organizations, and is editor of the *National Business Education Quarterly*.

MISS JESSIE MARIE LILE, formerly head of the Typing Department of the Croft Secretarial and Accounting School, Durham, North Carolina, has been appointed head of the Secretarial Science Department of Tennessee College for Women at Murfreesboro. In addition to professional activities, Miss Lile enjoys public speaking and club work. She is a graduate of Bowling Green (Kentucky) Business University.



EDWIN A. SWANSON



JESSIE MARIE LILE

Business Humor

FROM BY-GONE DAYS

FIRST ADVERTISEMENT IN AMERICA

The first newspaper in America (with the exception of a solitary copy issued in 1690), the "*News Letter*," published in Boston, Sept. 24th, 1704, contained a notice by the publisher, inviting advertisements; and in the succeeding number, May 1st, 1704, was one response—the *first newspaper advertisement in America*, as follows:

"Lost on the 10. of *April* last, off Mr. Shippens's Wharf in *Boston*, Two Iron Anvils, weighing between 120 and 140 pound each: Whoever has taken them up, and will bring or give true intelligence of them to *John Campbel*, Post-Master, shall have a sufficient reward."

The charges for advertising then, as given in the first number of the "*News Letter*," were to be "at a Reasonable Rate, from *Twelve Pence to Five Shillings*, and not to exceed: Who may agree with *John Campbel*, Post-master of *Boston*."

Compare the above with the seven solid columns which sometimes constitute a single advertisement in city newspapers at the present day! ("*The present day*" being in the early 1860s.—Editor.)

PHENOMENA EXTRAORDINARY

The following announcement of facts, taken from a city advertising column, may fairly be said to come under the head of "phenomena extraordinary."

In one place it is announced that there may be had "An airy bedroom for a gentleman twenty-two feet long by fourteen feet wide;"—the bed room ought, indeed, to be airy, to accommodate a gentleman of such tremendous dimensions.

Again, one may read of "A house for a

family in good repair," which is advertised to be let with immediate possession;—a family in good repair meaning, no doubt, one in which none of the members are at all "cracked."

Hide Dealer's Sign

RARE BIT OF PHILOSOPHY

THE proprietor of a tanyard adjacent to a certain town in Virginia, concluded to build a stand, a sort of store, on one of the main streets, for the purpose of vending his leather, buying raw hides, and the like. After completing his building, he began to consider what sort of a sign it would be best to put up for the purpose of attracting attention to his new establishment; and for days and weeks he was sorely puzzled on this subject. . . .

At last a happy idea struck him. He bored an *auger hole through the door post*, and *stuck a calf's tail into it, with the bushy end flaunting out*. After a while, he noticed a grave-looking personage standing near the door, with his spectacles, gazing intently on the sign. The curiosity of the hide dealer was greatly excited. He stepped out and addressed the individual:

"Good morning," said he.

"Morning," said the other, without moving his eyes from the sign.

"You want to buy leather?" said the store-keeper.

"No."

"Do you want to sell hides?"

"No."

"Perhaps you are a farmer."

"No."

"A merchant, maybe."

"No."

The *Cyclopaedia of Commercial Anecdotes*, from which we quote here for your entertainment, was published in 1864 in two leatherbound volumes, which now have the haunting, musty odor typical of old books and attics. Some of the extracts are interesting in themselves; others are dryly amusing in this latter age as examples of what the collector, Frazar Kirkland, considered humorous material. By no means a born story teller, he labored monumentally, combining erudition with circumlocution in a delicately dull style that the editors hope you will enjoy.



Another oddity in this line, is an announcement of there being now vacant "A delightful gentleman's residence;" the "delightful gentleman" must be rather proud of his delightful qualities, to allow himself

to be advertised so plainly to the public.

A rare bit in this way, in addition to the above *morceaux*, is an advertisement offering a reward for "a large Spanish blue gentleman's cloak, lost in the neighborhood of the market." The fact can easily be realized, of a gentleman looking rather blue at the loss of his cloak; still there is something rather unaccountable in his advertising the fact of his blueness in connection with the loss of his garment.

AN UNTRIED METHOD

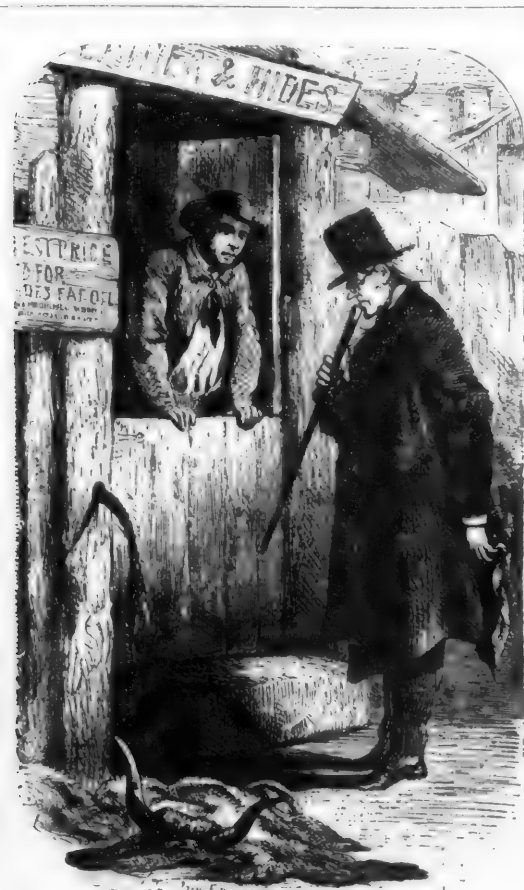
There seems to be no end of the new advertising projects which are daily springing up in all directions. There is, however, still one method of advertising left untried, and it is a wonder no one makes the experiment.

Umbrellas are still left blank—their ample and conspicuous surface bearing no announcement of any new pill, new adhesive gum, bankrupt's sale, or "What is it?"

It is pretty certain that the umbrella, with its little brood of parasolettes, sunshades, etc., is destined to become a tremendous vehicle for information. An umbrella maker might try the experiment by placing a puffing broadside on all the articles of his own manufacture.

Or perhaps it would be a better plan—as some persons might foolishly object to carry an advertising or pictorial umbrella—that on wet days there should be stations, with placards ready printed, to be pasted on (for a consideration) to the umbrellas of any one who might be so disposed.

There once was a New York merchant and banker named Preserved Fish. In his younger days he was master of a whaling vessel!



"Are you a doctor?"

"No."

"What are you, then?"

"I'm a philosopher. I have been standing here for an hour, trying to see if I could ascertain how that calf got through the auger hole!"

The Medical Secretarial Course At Rochester, Minnesota

NAOMI PETERSON

This is the second and concluding installment of Miss Peterson's article. In the October B.E.W., the author described the work of the medical secretary, the history of the course at Rochester, desirable personal qualifications for candidates, and something about the practice dictation material used.

STUDENTS who are to be trained as medical secretaries must have a high degree of intelligence and social understanding. Because the number that can be accepted in the course at Rochester Junior College is limited, applicants are considered only on a competitive basis. Students whose average grades place them in the upper third of their high school class may apply for registration. They are given tests that have been found to be of value in prognosticating their success. The decision is based partly on grades, partly on these tests, and partly on the applicant's I. Q. rating.

Prognostic Testing

The tests given are the American Council on Education test, the Co-operative English test, the Moss Nursing Aptitude test, the Minnesota Clerical test, a spelling test, and the O'Rourke test on Problems and Reasoning. We also use the Bell Personality Inventory and sometimes the Rundquist-Slette and the Strong Vocational Interest Test for Women. If possible, there is a personal interview. We also use a personal-rating sheet made out by a high school teacher.

We plan to find, at some future time, the correlation between these various tests and success. It has not been decided, however, whether "success" should be measured by school marks or by success in the field. If the latter is chosen, we shall have to decide how it should be measured.

Two years are needed to complete the medical secretarial course at Rochester Junior College. In the freshman year, the



"The doctor wears a mask over his mouth and usually dictates in snatches of phrases."

principles of Gregg Shorthand are taught. During the second semester, the students are taught the commonly used medical terms that belong with each unit of the Manual.

As the medical vocabulary is constantly changing, the secretary must be able to form new words from her basic knowledge of shorthand and from her knowledge of the roots, prefixes, and suffixes of Latin and Greek medical words. Secretaries have reported that only about three-fourths of the words used later were covered in school, but they know the derivations and rules and can form new words without much difficulty.

The other subjects included in the freshman year are English, zoology, German, and typewriting. The typewriting course includes some copying of medical manuscripts, with more than the usual stress on tabulation. Toward the end of the first year, we give short, easy medical dictation, which is transcribed in the typewriting class.

In the second year of shorthand, principles are reviewed. There is an intensive study of etymology, special emphasis being placed on prefixes and suffixes. Dictation is given from medical letters and articles copied from actual material at the Clinic.

The students are permitted to go to weekly staff meetings at the Clinic, where they

et accustomed to the various speakers, see antern slides, motion pictures of operations, harts, etc. For the first semester, the students merely attend these lectures; during the second semester, they take verbatim, in shorthand, a lecture of 5 minutes' duration at a staff meeting, and write up two abstracts of lectures at these meetings during each six-week period.

In second-year typewriting, drills are given for speed and accuracy; and problems specific to medical work are studied. Part of the student's transcription is done during the typing period, different letter styles are reviewed, and manuscripts are typed. Some time is spent on the tabulation of medical data, because this is rather difficult and occurs often.

Mimeographing is taught in this class, and practice is given in machine dictation. Since a large number of letters of inquiry received at the Clinic can be answered by the secretary, the students are taught to compose letters direct on the typewriter.

Specialized Office Practice

Office Practice is the finishing course. This includes necessary studies not given in the other classes. Case histories are first studied. Surgical sheets from the hospitals are included.

Surgical secretarial work in a hospital is a special field that calls for a certain type of secretary. This secretary must be very quick, must be able to listen and retain two or three instructions at the same time, and must work under a great deal of tension.

Often the secretary must go into the operating room and take the dictation while

the doctor is operating on the patient. The doctor wears a mask over his mouth and usually dictates in snatches of phrases. The secretary should know enough about the operation to fill in the unfinished sentences and to know what the doctor means by certain phrases.

Some of the hospital dictation is given immediately after the doctor comes out of the operating room. The dictation for these surgical cards must be all typed and ready for the doctor to sign before he leaves the hospital. The secretary, therefore, must be unusually quick and alert in order to carry out her exacting duties.

Every physician at the Clinic is expected to write two or three articles on medicine during a year, and these must be typed in a certain form. This is taught in Office Practice; the American Medical Association's book, *Medical Writing*, written by Dr. Fishbein, is used as a text.

A manuscript is dictated to the students, together with bibliographies, tables, etc. They learn to check bibliographies and to use the medical library, including such books as the *Index Medicus*, the *Index-Catalogue* of the Library of the Surgeon General's Office, the American Medical Association *Directory*, and other reference books and periodicals. They have access to the Clinic library for this study.

Later, they take up filing and pathological indexing. This is the cross-referencing of all diseases and operations of patients registered at a clinic or hospital. A definite knowledge of the meanings of the medical terms is necessary to classify these medical data. A short course has been evolved to acquaint the students with this phase of the work.

Emphasis on Personality

Although personal traits, business and professional attitudes, and the student's own personal problems are discussed and studied throughout the year, a special project of these is made toward the end of the year. This includes such details as receiving callers, receiving and sending messages, making out personal budgets, applying for positions, and personal appearance.

NAOMI PETERSON is medical secretarial instructor at Rochester (Minnesota) Junior College. She has degrees from the University of Minnesota and Columbia University and has done secretarial work at the Nicollet Clinic (Minneapolis), at the Mayo Clinic, and in the Veterans' Bureau Hospital. She has also been a high school teacher.



All through the course, the need for personal advancement, professional and cultural, is constantly stressed. The students are taught the management of a doctor's office, to be tactful and sympathetic toward patients, and to be neat and orderly in an office.

The development of adequate and interesting personalities in this two-year course is one of the most satisfying results of the work. The department of psychology and the Dean of the College aid in this personality development; and if there is a difficult adjustment to be made, the student is referred to the Clinic for help.

Besides the purely business subjects, we offer English, anatomy, physiology, psychology, and medical German. These are taught by college instructors and college credit is given. Medical German consists of translation of medical texts, supplemented by outside readings in scientific periodicals. Special stress is placed on constructions and idioms peculiar to scientific German.

If the student has had high school shorthand and typewriting, she usually substitutes accounting, statistics, or chemistry for these subjects during the freshman year.

Graduates have been placed successfully every year with the exception of two years during the depression. At the present time all of them who are not married are working, some as far away from Minnesota as West Virginia and California.

There are, of course, many problems yet to be met in this field, but that is one of the reasons it is so interesting. Medical science is continually changing, so there must be constantly changing subject matter. One could not become stagnant in the medical-secretarial field. The surroundings in which a medical secretary works are far above the average; she makes interesting contacts with people from all over the world; and there surely is ample opportunity for stimulation, both social and intellectual.

The Tri-State meeting scheduled to be held on October 17 and 18 in Pittsburgh has been postponed to November 20 and 21 on account of a city-wide hotel strike.

VERNON A. MUSSELMAN AND RAYMOND R. WHITE have joined the faculty of the University of Oklahoma, Norman, as assistant professors.

Mr. Musselman holds the degree of Ed. M. from Oklahoma University and is studying for his doctorate. He has taught in the Weatherford High School and in the junior colleges at Bartlesville and Mangum, all in Oklahoma. He will have charge of commercial-teacher training during the absence of C. Guy Brown, who was called into Army service last year as an officer in the Oklahoma National Guard.

Mr. White is a former president of Pi Omega Pi. He comes to the University from Central High School, Tulsa, and has headed commercial departments in schools at Sallisaw, Bowlegs, and Wewoka, Oklahoma. He received the degree of M.C.E. from Oklahoma in 1940. His appointment as assistant professor of secretarial science is evidence of the rapid growth of that department under the leadership of its chairman, E. E. Hatfield.

—BUY DEFENSE BONDS AND STAMPS—

WILBUR G. DALLAS has been appointed teacher-co-ordinator of Portsmouth (Ohio) High School. For the past two years, he has been head of the Commercial Department in Glenwood High School, New Boston, Ohio.

Mr. Dallas is a graduate of Toledo University and has studied also at Bowling Green (Ohio) State University and Ohio State University. In 1938 he was chairman of the Social-Economics Round Table of the N.B.T.A.



RAYMOND R. WHITE



WILBUR G. DALLAS



The Job-Shop Method IN OFFICE PRACTICE

BERNHARD
BARGA

Office-practice students at Bethel College contract to work for 1,000 hours in an actual business operated within the College. In two previous installments of this article, Mr. Barga described the purposes, policies, physical equipment, and departmentalization of the Secretarial Bureau. This is the concluding installment.

IN the long run, all arguments about what a course in office practice should include will be settled by life itself. Theorists may debate at length what ought to be; actual life will be the judge of that debate.

In the traditional school the class can at best present in a vicarious way what life has been. In the classroom that represents a transition from the traditional to the modern, the class may, through field trips and typical projects, see more clearly, but still vicariously, what life seems to be. When office practice is taught by the job-shop method, the class experiences life itself through participation and production of real jobs.

How Job Orders Are Used

To guide that experience for the student is the purpose of the job order. (A sample is shown in the accompanying illustration). Incoming orders usually arrive at the desk of the supervisor, who gets the details of what is wanted, the time the finished job is due, how it is to be delivered, etc. He types up the job order, or he may dictate it. Printed on Carboff paper, in sets of four copies, the pack requires no carbons; absolutely identical copies of the order are assured.

Our orders are white, tan, pink, and blue.

The job order indicates in a general way what is to be done. If the instructions on the job order itself are very complete, as they sometimes are, no further instructions of any kind are necessary. The student assigned to this job simply reads the job order and then goes ahead and completes it—provided, of course, that he is familiar with all the processes involved in the job.

There are some jobs so simple in their requirements that any person of ordinary intelligence, and without any commercial education, might do them and do them satisfactorily. But such jobs are not very frequent.

A job order might read something like this:

Professor Smith wants a letter typed and an envelope addressed. He has provided a letterhead, envelope, and paper for the carbon copy. Check up carefully on all spelling, punctuation, and capitalization. Use the conventional style, open punctuation, single space. Deliver to his office, Room A-201, by 3 p.m. today.

Granting that the student has had some training in typing, especially typing letters, no great difficulty should be encountered. The student might have to ask a few questions as to where the copy for the letter is, where he can find carbon paper, etc., but such directions would hardly require any written instructions.

We are *not* dealing with finished stenographers, however. These are students, not stenographers. We are not dealing with students who know all the various styles of letters. Our students do not know all the special terms used in all the various departments of the school. They cannot be depended upon to hyphenate all words correctly; cannot always place a letter perfectly on the page with the first trial.

SECRETARIAL BUREAU - North Newton, Kansas	Charge to HENLEY INSURANCE AGENCY	Due Dec. 4, 1940	N ^o 1495																																
	In care of 502 North Main Street	Acct. 110																																	
	Address Newton, Kansas	Tel																																	
	<p>Address envelopes in box at Desk 13 from names on list furnished in job folder. Follow style shown in Information File 224. When all envelopes have been addressed, fold sale bills as per sample in job folder and insert in envelopes. Tuck in envelope flaps, affix 1-cent, pre-cancelled stamps, and mail. Be sure to address one envelope to customer, for his information.</p>																																		
		Notice of Encumbrance. If checked here, sign below and forward to Business Office.																																	
		This is your invoice. It is charged in the Business Office. ✓																																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Paper</td><td></td></tr> <tr><td>Stencils</td><td></td></tr> <tr><td>Postage</td><td style="text-align: right;">4.50</td></tr> <tr><td>Plates, Style B</td><td></td></tr> <tr><td>Plates, Style E</td><td></td></tr> <tr><td>Plates, Style DA</td><td></td></tr> <tr><td>List charge-off</td><td></td></tr> <tr><td>Labor</td><td style="text-align: right;">3.-</td></tr> <tr><td>Miscellaneous</td><td></td></tr> <tr><td>Total Amount of Bill</td><td style="text-align: right;">7.50</td></tr> </table>		Paper		Stencils		Postage	4.50	Plates, Style B		Plates, Style E		Plates, Style DA		List charge-off		Labor	3.-	Miscellaneous		Total Amount of Bill	7.50	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th colspan="2" style="text-align: center;">SUMMARY OF CHARGES</th></tr> <tr><td>Typing Bureau</td><td style="text-align: right;">3.-</td></tr> <tr><td>Mimeograph Bureau</td><td></td></tr> <tr><td>Mailing Bureau</td><td style="text-align: right;">4.50</td></tr> <tr><td>Total Amount</td><td style="text-align: right;">7.50</td></tr> <tr><td colspan="2">Make all checks payable to Bethel College, North Newton, Kansas</td></tr> </table>		SUMMARY OF CHARGES		Typing Bureau	3.-	Mimeograph Bureau		Mailing Bureau	4.50	Total Amount	7.50	Make all checks payable to Bethel College, North Newton, Kansas	
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Students follow the instructions they receive on job orders filled in like this one.

Any teacher who has done a certain amount of this practical work for other departments of the school knows that if only one sheet of departmental stationery is provided for a letter, and if it is that student's first experience in getting out an actual business letter, he may spoil that one sheet. For that reason, the instructions on job orders will need to be somewhat more complete than would be required in an office.

Dual Purpose of the Assignment

Let us assume that the supervisor has in mind that he not only wants to get out a letter, but that *he wants to teach a student how to get out a letter*. In a specific local situation he may have in mind a given student who is going to do that job; he may, therefore, write his job order something like this, remembering, constantly, that he is dealing with a beginner:

In the job folder for this job find a letter brought in by Professor Smith. Read the letter very carefully, indicating with a red pencil corrections needed in spelling, punctuation, capitalization, etc. Have supervisor approve your editing before going on. From Cabinet 36, Drawer 19, get a sheet of sul-

phite bond. Select an elite typewriter and set marginal stops according to letter-placement chart on front wall near clock. Type the letter in conventional style, open punctuation, single space. Present to supervisor for inspection; if approved, type the letter on stationery provided, making one carbon copy, using carbons from last pocket in work organizer on Desk 25. Keep erasures at a minimum; make erasures on carbons carefully. Deliver, after careful proofreading, to Room A-201 by 3 p.m. today.

The student who finds himself assigned to this job can go to work immediately. The instructions on the job order are sufficiently complete so that practically every question he might need to ask has been answered on the job order.

Use of the Job Folder

For every job order a corresponding job folder is made out, in which are kept all the papers relating to that job. The job-order number only is written in pencil on the folder tab. The worker, therefore, knows where the materials for the job are and what is to be done. To the degree that the supervisor can put himself into the worker's shoes, so

to speak, and foresee the mental processes through which the student-worker will have to go in doing this job, to that extent you have completely effective teaching. Note that the job presents:

1. A clear problem: A letter to be typed by 3 p.m. today.

2. A real problem. Professor Smith is real; the letter is real; the job order is real; Cabinet 36, Drawer 19, is real.

3. A problem that is properly timed—fitted to the abilities and capacities of the worker, at least to a considerable degree. The worker was assigned to this particular job because, in the opinion of the supervisor, he could do it.

4. A suggested solution is presented, without in any way minimizing the opportunity for the student-worker to do some real creative work.

5. Written instructions permit the student-worker to take this job at his own pace. He can read and reread as often as he likes. He cannot excuse imperfect performance by saying, "I thought you said so-and-so."

6. The definite time schedule is not based on the caprice of the instructor-supervisor, but on the needs of a life situation. Supply must meet demand.

7. The student-worker is forced to read his instructions. He cannot compare himself with any other worker, because each is working on a different job. He simply must follow written instructions.

8. From an administrative point of view it is important that, if more than one worker needs to work on a job, they all get precisely the same

information, which makes for highly desirable uniformity and consistency.

Some teachers will begin at once to argue that these instructions are far too complete; our experience has been that they are not. Someone will ask where, with such complete instructions, is there any room for the worker to express individuality? Where does originality come in?

The answer is that we make ample room for that later on. Once a student-worker has learned to follow instructions, he soon finds out what is standard practice in the Secretarial Bureau; and if he has any better way of doing a given job than what is indicated on the job order, he is always encouraged to bring the matter to the attention of the supervisor.

It must be remembered that these students are getting these jobs at second hand. The supervisor took the order; he has full information about the wishes and special intentions of the person who gave the order. The student-worker has only the written instructions and the copy on which to act.

Another point which must be remembered is that the management of the Secretarial Bureau is concerned with cost of production, just as any other real businessman is. It is, therefore, important that the student-worker be instructed in the *correct* manner of doing a given job and not be left to experiment with all sorts of inefficient methods that might get the job done more quickly but less well. Constantly before both the supervisor and the student worker is the dual demand always present in all business work—high speed with high quality.

The best-known method that business has ever developed for getting a job done according to specifications is the job order. The job order, then, becomes the heart of the Secretarial Bureau. It represents a sale. If carried out correctly, it represents a satisfied customer who may bring more sales. It represents the essential relationship between supervisor and student-worker. It is the basis for all time-accounting. It is the basis for general accounting. It becomes the basis for cost studies of all kinds. It is at once the basis of instruction and the basis of business profits.

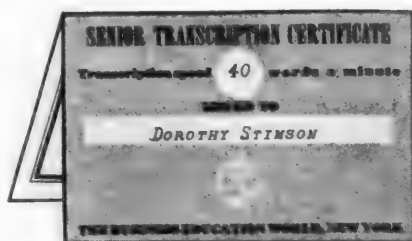


"The lazy dope!"

The B. E. W. Transcription Projects FOR NOVEMBER

Prepared by RHODA TRACY
Metropolitan School of Business, Los Angeles

Two transcription projects—one at 80 w.p.m. for the Junior Certificate, one at 100 w.p.m. for the Senior Certificate—are published each month. Mailable transcripts are to be submitted by the teacher with a 10-cent fee for each project. Attractive two-color certificates like the one pictured here will be awarded for transcripts that meet the standards set by the examiners. Write for special booklet of information.



Junior Transcription Project

THESE letters are to be dictated at 80 words a minute and transcribed for the junior certificates.

The letters are counted in 15-second units. Dictate the following inside addresses *before* starting to time the take. Difficult words and proper names in the addresses may be spelled out.

Letter No. 1. Standard Printing Company, Detroit, Michigan.

Letter No. 2. Mr. Edward Martin, Public School, Detroit, Michigan.

THE JUNIOR DICTATION MATERIAL

Letter No. 1

Gentlemen: The students in the business department of our school are considering the publication of a / nicely printed paper. We do not have much money to spend on the paper, but the students are willing to work / hard to make it a success. We know we shall have the help of the teachers in the department.

What suggestions can / you give us that will make our paper attractive and different from similar publications? We plan to put (1) out several hundred copies at least four times during the year. A committee has been appointed to publish / the paper.

Please reply to me at the school. Yours truly,

Letter No. 2

Dear Edward: I should like to meet with the students who plan / to publish the paper for your business department. We could discuss the details better together. Perhaps you / can arrange a meeting. I will make a few suggestions now.

Choose a name for your paper that will command attention. Make the pages (2) attractive by using unusual type in the titles of the news items. Ask some of the art students to make / clever drawings to illustrate the articles. Have as many students as you can contribute to the paper. / Use inexpensive paper of a different color for each issue.

Let me know of your plans. Cordially yours, (240 standard words, including addresses)

Senior Transcription Project

These letters are to be dictated at 100 words a minute and transcribed for the senior certificate.

The letters are counted in 15-second units. Dictate the following inside addresses *before* starting to time the take. Difficult words and proper names in the addresses may be spelled out.

Letter No. 1. Mr. George Adams, School of Commerce, Newark, New Jersey.

Letter No. 2. Mr. Ray Post, Office Machines Company, Newark, New Jersey.

Letter No. 3. Mr. George Adams, School of Commerce, Newark, New Jersey.

THE SENIOR DICTATION MATERIAL

Letter No. 1

Dear Mr. Adams: I enjoyed my trip through your school yesterday very much.

You are to be congratulated on the splendid organization / of the typewriting rooms. You have equipped your typewriting rooms with many different machines. It is evident that you realize / that your students should become familiar with all makes of typewriters. The students should know how each machine differs from the others and how / to handle each one efficiently.

I hope that you will call on us for any help we may be able to give you when you are in need of (1) additional typewriting equipment. Yours truly,

Letter No. 2

Dear Mr. Post: The systematic care of the typewriters in our school is going to / be made a regular duty of each typewriting class. A schedule of the time during which each class will be responsible for the condition / of the machines is to be arranged.

We want to be sure that we are treating each machine properly and should appreciate any special / instructions you think we should include in our rules. We know that the typewriter must be in good order if it is to be used effectively. (2)

You are familiar with our typewriting equipment and can make helpful suggestions. Yours very truly,

Letter No. 3

Dear Mr. Adams: I am / glad to give you a few rules regarding the care and cleaning of typewriters.

Do not let the dust collect underneath the typewriter. A clean / desk is one mark of a good typist.

Follow the instructions of the manufacturer when cleaning the machine. Use a brush to remove the / ink from the type, and then wipe the type with a cloth that has been dampened with special cleaning fluid.

Proper oiling is another vital factor in (3) the efficient operation of the typewriter.

Never apply oil until the machine is thoroughly dusted, and then apply it only / at the points prescribed by the manufacturer of the machine.

Report any need for repairs immediately. We recommend that / all machines be inspected at regular intervals by an expert.

Please call on us again. Cordially yours,
(400 standard words, including addresses).

MISS HELEN ROLLINS, one of the eight teachers who hold 200-word Gregg Expert Awards, is among the many new users of the B.E.W. Transcription Projects.

Miss Rollins teaches the advanced dictation classes at Metropolitan School of Business, Los Angeles. As a result of her teaching, many of her students are holders of Gregg speed awards. Now, you may be sure, her students will be included in the growing number of those who earn B.E.W. transcription certificates each month.

Mrs. Ruth Angel, of the same school, is enthusiastic in her comments regarding the of the B.E.W. Transcription Projects.

I like to give these letters for transcription. They are evidently constructed with care to avoid confusing transcription problems that would make them an unreliable measure of the students' transcription abilities.

Are you including these projects in your transcription program?

—BUY DEFENSE BONDS AND STAMPS—

JOSEPH DEBRUM, formerly a teacher in Sequoia Union High School, Redwood City, California, has joined the faculty of Stanford University, where he will have general supervision of student teachers and will give instruction in general education. During the last two quarters he will also offer work in business education.

During the first semester of last year, Mr. DeBrum was enrolled for graduate study in Stanford University; during the second semester, he studied at Teachers College.

During the summer session, he was a member of Dr. Forkner's staff at Teachers College. Mr. DeBrum has contributed many articles to the B.E.W., is a former president of the N.E.A. Department of Business Education, and has carried on many other professional activities.

How Business Education Uses Radio In the Ithaca Schools

W. ROBERT FARNSWORTH

and

M. ASENATH VAN BUREN

SO you have a bad case of mike fever? Well, that's a new, but no longer rare, disease—and it's a mighty good one for educators to have. And you want to acquaint the public with what you are doing in commercial education in your school? Fine! But how to go about it—well, there *is* something.

If you are fortunate enough to have a co-operative radio station in your own or a neighboring community, then the problem will present no difficulties at all. But if you have none in your immediate vicinity and have to look to a station miles away, which may be overrun with other schools having the same desire, then the situation does present its problem.

Let us assume, for the time being, that you have a local station with an accommodating manager and that he is as convinced as you are that radio and education go hand in hand. From there on, it is simply a question of who should organize the material, what form the program should take, and and how to publicize this educational project.

Certainly some member of the commercial department should head the program, working with a member of the radio staff. Thus you will lend authenticity to your program in every detail—as to subject matter and as to procedure. No one but those working in commercial education can appreciate what the philosophy of the department is and can supply the real atmosphere needed for the program. But neither can a faculty member who has had no radio experience give the program the finished quality it

Provo, Utah, was the source of last month's radio article. This month we hear from Ithaca, New York, where W. Robert Farnsworth is director of commerce and placement in the public schools, and Miss M. Asenath Van Buren is a commercial teacher. The 1941-1942 radio series is almost as notable for geographic coverage as for usefulness of content. Watch for contributions from Illinois, Colorado, Indiana, Minnesota, and other states!

needs, so enlist the help of the studio continuity department.

The Form of Your Program

Now, as to the form of the program. Just what is there in your curriculum that deserves emphasis or publicity? Have you had some unusual success with contests? Have you introduced a new course about which the public, especially the businessmen in the community, should know? Are you carrying on some special project in your department, such as a school store, a stenographic or clerical work bureau, or an employment service? Any one of these would lend itself to a fine, educational, entertaining program.

You do have an employment service? Then surely the community should become aware of it, of what you are aiming to do, and of how you are attempting to serve the community.

Here is how we did it. We have a school placement service, which operates in close co-operation with the New York State Employment office. Not only do we attempt to place our in-school and out-of-school youth in part- or full-time jobs, but we also

receive, and attempt to fill, calls for positions calling for young people and requiring more experience or a different type of training from that which our graduates might have.

In connection with the State Employment Office, we conduct aptitude and efficiency tests for people looking for jobs. All this is community service, but we felt the community didn't know it was going on. Consequently, we were not helping as many individuals as it was possible for us to serve. So we hied ourselves to the nearest microphone and began broadcasting.

Oh, it wasn't as simple as that, but—almost. We did have a heart-to-heart talk with the radio management and found it most progressive and co-operative. Our radio stations these days are operating on an experimental basis and are realizing the potentialities of their vehicle for public education in many fields. With the station behind us (and the microphone in front), we proceeded on our pioneering project.

Varied Programs from One School

Of course, there were several forms which the program could take—and did! Our "Youth Service Hour," as it is called, has been on the air for a year now; and we have experimented with various types of programs to see which form would best serve our needs and fit, to the best advantage, into the material to be presented.

Successively, we have gone from vocational interviews to talks, then to plays, and back again to talks—which concerned themselves with occupational information. No matter what form the program took, we had as our aim two things: first, the imparting of some definite information on ways to get and hold a job or the dissemination of some knowledge on occupations of most interest to young people today; second, making young people in the community aware of the placement service we were offering them and informing the employers of the town that they could send requests for employees to us and they would be cared for.

Let us outline the form which some of these programs took:

Type 1, Interviews. A prominent busi-

ness man in town was interviewed. In the course of the discussion, he gave his ideas on what employers in his field expected of young men and women seeking jobs and of what standards his particular business had set for them.

We found this medium to be most effective for definite, factual information such as that concerning occupations. It is not at all necessary that these talks be dull and drab. A few live, picturesque phrases will give power and interest to a sentence full of occupational data.

Type 2, Plays. In radio plays, we gave job information or emphasized vocational guidance. Here, the theme of the play laid stress on some qualification that a young person had to have in order to get or keep a job. Most of these were complete in themselves, but we did run a series of three, in which we took a young boy over the hurdles of getting and keeping a part-time job, with a good many of the problems of irresponsible adolescence besetting him on the way.

This type of program is especially adaptable for showing what is being done in your secretarial-practice or office-practice classes or for pointing out what is expected of employees in an office or store. If this is your object—then dramatize!

An excellent variation of this kind of program is a "Quick Quiz"—fine if you have a group of youngsters in Introduction to Business or Economic Geography who are right "on their toes." This quiz type really is unlimited in its possibilities, lending itself very well to programs on grammar usage, arithmetic, and bookkeeping.

Type 3, Occupational Information. Through the medium of talks, we gave information about the requirements, possibilities, and qualifications of a particular occupation, such as mechanics, teaching, radio, and stenographic work. Again, these do not have to be stereotyped or boring—illustrations, figures of speech, quotations will brighten them up considerably.

These programs were all-inclusive—the interviews gave the reactions of local businessmen and definite information about what they required in an employee. Permeating

the plays was the spirit of vocational guidance and job information—discussions on how to approach an employer, how to write a letter of application, how to act on the job, how to answer the telephone, how to get along with your fellow-workers. The occupational talks aimed to show the young person just what is expected in certain types of work and how to go about training for those particular jobs.

Each program opened, closed, and perhaps was interspersed with transcription music—just enough to provide “atmosphere”; and each one contained an invitation to come to the placement bureau for help in finding a job. The types of jobs then open, and for which employees were being sought by the placement bureau, were also mentioned.

Radio Must Entertain

One thing that we aimed *not* to do was to bore the public. We wanted to give information, but we also wanted to entertain. In the interviews, talks, and plays, we tried to capitalize on human interest and on humor.

During the year that the “Youth Service Hour” has been on the air, we have become conscious of the interest of the local businessmen, of the young people whom it seeks to serve, and of the general public, which is interested in the project being carried on in our Commerce Department.

The time and the sponsor—these are important! The sponsor is the Board of Education, of course, and the spot has been varied. The program lasts 15 minutes, and we have had both a late-afternoon spot and an early-evening one. We find that we have more listeners during the early evening and naturally prefer that time; but because of program traffic, we have had to satisfy ourselves with the late-afternoon period during the winter months.

The “Youth Service Hour” was our first venture in sustained radio production. Last spring, we embarked on our second enterprise, which we call the “Your Schools” program. This is a combined effort—the Radio Work Shop, a group of high school students with an ether-wave complex, works with various departments in the schools,

putting on programs that will adequately represent some phase of the work of those departments.

The students write the script from information gleaned from the faculty, and insofar as it is possible, act on the programs themselves. All departments are represented—home economics, English, instrumental music, social studies, elementary music, commerce.

A news bulletin released from the Ithaca Public Schools on February 25, 1941, states in part:

The central purpose of the Radio Work Shop is to teach, through doing, the multiple phases of radio production and actual broadcasting. Provided with basic information by the several departments in the school, a “syllabus” of programs was developed. Those interested in writing script are charged with such responsibility. Those interested in learning microphone technique actually broadcast, and so on. Scripts written by these pupils are delightful dramatizations which characterize the work of the school. An elaborate program is planned to mark the end of the first series in which the school music organizations, drama department, and clubs will be co-ordinated by the Work Shop into a composite broadcast. This will be aired from the auditorium of one of the schools and will be watched by more than 1,400 pupils.

Such a project not only acquaints pupils with the multiple details involved in radio work but also encourages the co-operative spirit and offers an excellent opportunity for creative imagination.

The Commerce Department built its program for this series around the retailing course, with special emphasis on its practical project—the school store. A play showing the right and wrong ways of making a sale and the correct operation of the cash register, together with emphasis upon advertising and display features, was presented. The scene was the school store, showing the students operating it, with a before- and after-business-hours’ discussion with their teacher on how the store should be and is operated.

The strains of the high school Alma Mater begin and end the program. The studio has recently made a transcription of the Glee and Choral Clubs singing the Alma Mater, and we anticipate the use of this for the broadcasts. Again, the Board of Education, in co-operation with the local station,

sponsors these weekly fifteen-minute productions.

We haven't said a word about publicity, have we? Quite elementary! The local papers, the school publication, releases to the students—all are media for advertising. An occasional announcement over the radio to the effect that this stimulating and helpful program will go on the air at such and such an hour on X day will bring to the radio many parents, friends, and other interested listeners. After the first few programs, little intentional publicity on your part will be needed if the programs are good enough and interesting enough to demand reception on their own merit.

So you *still* want to go on the air? Fine! Pick out the most educational and, at the same time, most entertaining bit of your school work, select the form in which you want to present it, enlist the assistance of the local radio personnel, choose the best available "spot"—and take the air!

Have You Sent for These?

How Schools Can Use Radio. Lists NBC's educational radio programs and free or low-cost booklets and pamphlets available. Address: Information Department, National Broadcasting Company, RCA Building, New York City.

Forums on the Air. The when, why, and how of radio forums. By Paul H. Sheets. Address: Federal Radio Education Committee, U. S. Office of Education, Washington, D. C. 25 cents.

Occupations in Radio. Occupational Monograph No. 12, by Kenneth G. Bartlett and Douglas W. Millers. Address: Science Research Associates, 600 S. Michigan Avenue, Chicago, Illinois. 50 cents.

Educational Radio Script Exchange Catalogue. A list of 500 educational scripts available through the Exchange. Address: Federal Radio Education Committee, U. S. Office of Education, Washington, D. C. 10 cents.

The Art of Teaching by Radio, Bulletin, 1933, No. 4, by Cline M. Koon. Superintendent of Documents, Government Printing Office, Washington, D. C. 15 cents.

THE FIFTIETH ANNIVERSARY of the founding of Drexel Institute of Technology will be observed during the college year 1941-42, with elaborate Founder's Day ceremonies in December and special observances throughout the year, according to an announcement by Dr. L. D. Stratton, Dean of Men, general chairman of the semi-centennial celebration.

The anniversary commemorates the founding of the Institute in 1891. Drexel was early in the field to offer equal opportunity to men and women. Since 1893, 6,059 of the 9,646 graduates of the day session have been women.

Of the present 2,027 day students, 1,364 are registered for co-operative courses, alternating professional study with practical work.

Dr. Ralph W. Wagenseller is Dean of the School of Business Administration; and the secretarial content and methods courses are under the direction of Miss Ivy Monk, one of the leading business educators of the East and an active member of the N.A.B.T.T.I.

HAROLD NELSON has accepted an appointment to Fairbury (Nebraska) Junior College as professor of business education and head of the Department of Business Education. He has written on visual education and curriculum revision and is interested in improving methods.



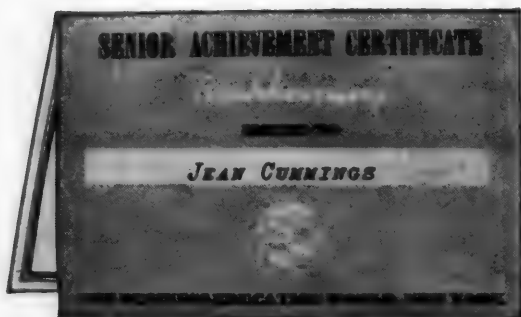
HAROLD NELSON

Mr. Nelson organized the Business Education Department at the Junior College of Southeastern Colorado, at Lamar, in which institution he taught until he accepted the new appointment.

He is a graduate of Ft. Hays (Kansas) State College and has his master's degree from Greeley, Colorado.

The B.E.W. has scheduled an article by Mr. Nelson, on radio, for publication in a few months.

Facts About the B.E.W. Projects



THE B.E.W. projects take the form of practical business problems in bookkeeping, business fundamentals, business letter writing, business personality, and transcription. The projects in each of the first four classifications are printed in booklet form, each booklet containing two junior and two senior projects.

On page 248 you will find the B.E.W. Transcription Projects for October. New projects in transcription appear each month. This classification was added to the regular service last year and met with the instant approval of teachers.

There is a Bookkeeping Project on page 226—in addition to those available in booklets. The Bookkeeping and Business Fundamentals Projects are appropriate for your bookkeeping, business arithmetic, and junior business training classes. The Business Letter Writing Projects will be useful in your classes in business correspondence and business English. All your students, of course,

will be interested in the Personality Projects.

What the Project Service Covers

1. The projects bring business problems into the classroom.
2. They provide supplementary teaching materials and lend variety to your classroom procedure.
3. The Certificates of Achievement awarded by the B.E.W. are evidence of work well done. Students who send in solutions to the junior projects—solutions that are passed by the examiners—receive the beautiful two-color Junior Certificate. When students send in acceptable solutions to the senior projects, they receive the two-color Senior Certificate. Students can show prospective employers this proof of success they have had in carrying out assignments that approximate actual business experience.

How to Participate in the Project Service

If you wish to participate in this project service, address a postal card to the Awards Department, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, New York, and full information will be sent to you. *Please be sure to specify the projects in which you are interested.*

Separate information booklets are available, one giving full details about the transcription projects, and another covering the project service in bookkeeping, business fundamentals, business letter writing, and business personality.

—BUY DEFENSE BONDS AND STAMPS—

THREE GRADUATE ASSISTANTS—R. L. Steiner, Robert F. Galbreath, Jr., and R. G. Hallisy—have been appointed to the staff of the University of Pittsburgh, where H. H. Green has charge of the Department of Business Education this semester while Professor D. D. Lessenberry is on leave. All three men are studying toward the doctorate.

Mr. Steiner is on leave from Silliman University, Philippine Islands, where he is dean of the School of Business Administration.

From 1919 to 1940 he taught in the American High School and Alborz College, Teheran, Iran.

Mr. Galbreath has been on the faculty of Butler (Pennsylvania) High School for the past three years. He is vice-president of Gamma chapter of Delta Pi Epsilon.

Mr. Hallisy comes from Washington Park High School, Racine, Wisconsin. His chief professional interests are office practice and consumer education.

Are We Neglecting the Study Of the Credit Union?

SISTER MARIE FRANCES

St. Joseph's Business School, Lockport, New York

THE emphasis in consumer education seems to be on the purchases the consumer makes. We try to teach the dangers of installment buying, finance corporations, and other unsafe practices; but, even if we do succeed, have we benefited our pupils?

How many of the parents of our students have steady employment? How many are out of debt? Between the depression and the recession, the average American family is today borrowing from Peter to pay Paul and from John to pay Peter; and even though the rush of the preparedness program has created thousands of jobs, the vicious circle is not likely to break soon.

Considering all this, it becomes evident that our people need consumer education that will give them financial security. That brings us to social-security insurance, annuity insurance, and the credit union. Leading newspapers have carried syndicated articles on social-security insurance; and the various insurance companies, through their nationwide advertising campaigns, have publicized the blessings of annuity insurance. Therefore, this paper shall be confined to credit unions.

The Nature of Credit Unions

Just what is a credit union? It is a co-operative society or a group of individuals having a common bond or interest, organized under a state or Federal law for the purpose of encouraging thrift, wherein the members provide for themselves by means of the systematic saving of money, which may be borrowed for provident purposes at a low rate of interest.

In order to borrow from a bank, one must have security; and because about 90 per cent of our people cannot give security, about 90 per cent of our people are unable to

obtain money when they need it most.

A few banks have recently opened small-loan departments, but the interest rate, generally advertised as "less than 1 per cent a month," is higher than the credit-union rate of 1 per cent a month on the unpaid balance. It costs \$5 to borrow \$100 for six months, \$8 for twelve months, or \$12.50 for fifteen months.

Of course, a person may borrow from a finance company. They advertise "no security needed" and "absolute secrecy" to induce the poor unfortunate to make his first loan.

A Story of Debt

Recently, a woman needed \$300 to meet an unexpected debt. She borrowed it from a finance company, agreeing to pay \$15 twice a month—this amount to include the interest and \$12 on the principal. She made two payments; but, as Christmas drew near, she wanted to buy gifts. The finance company assured her that, if she paid the interest, the principal did not matter. During December, she made no payments on the principal, but twice she paid \$3 interest.

Though she had, at the suggestion of a friend, bought a share in a credit union, she had never investigated the workings of the organization and did not understand her privileges. Happening to mention the fact of her indebtedness, she was immediately told by a member of the credit union that she had acted foolishly, because as owner of a credit-union share she was entitled to borrow money from the credit union at the rate of 1 per cent a month on the unpaid balance.

Notice the difference: credit union—1 per cent on the unpaid balance; finance company—2 per cent on the amount borrowed.

She immediately borrowed \$275 from the credit union, believing that this amount, plus \$4 from her pay envelope, would clear the principal and the interest due the finance company on January 3.

In a few days, she was back to the treasurer, in tears. She needed \$50 more. She had been fined \$12 for each of the December payments—the exact amount she should have paid. After paying \$24 on the principal and \$15 interest, she had not, as she expected, a simple debt of \$275 to the credit union. She owed that to the credit union and also owed fines and interest to the finance company. After the payments she had made, she still owed more than the original amount she borrowed!

This time, the credit union could not help her, for one of the rules is that a second loan may not be made until the first one is paid in full.

A similar instance is recorded in the *Wilson Library Bulletin*:¹

One of the employees borrowed \$300 from a finance company. After paying \$200 on the loan and \$171.78 in interest, he still owed \$100, which he borrowed from the credit union and paid back in five months at a cost of \$2.75.

How Credit Unions Operate

Credit unions "are strictly co-operative in that the money is accumulated exclusively from the members of the individual group, is used for loans exclusively to the members, is managed by officers chosen by and from the membership in elections in which each member has a single vote, and with all resulting profits divided among the members in interest and dividends."²

Because the function of a credit union is to help people keep out of debt, not to get them into it, only one loan may be had at a time.

As soon as a person pays for one share, he is entitled to the privileges of the credit union and may borrow money for provident purposes. Up to \$50 may be given to the borrower immediately without a co-

signer; more than that must be voted on by the loan committee.

Organized under a Federal or a state charter, credit unions are subject to inspection by Government authorities who are governed by rules, every detail of which is minutely outlined in the state and Federal laws.

Besides being a help to men and women in need, the credit union is a good investment. The Buffalo Teachers' Credit Union has paid 6 per cent interest on all shares since they organized. The New York City Post Office Credit Union pays 5½ per cent. One large municipal employees' credit union, which had paid a 7.2 per cent dividend ever since its organization (eight years), recently reduced dividends to 6 per cent, at the same time reducing interest rates on loans. Of course, this is ideal—pay less interest on the investment and charge less on the loan; but most people have not yet reached that stage of benevolent charity in their evolutionary development.

Credit Unions for Financial Security

Our pupils should be taught the simple workings of a credit union. It may even be possible in some of the larger colleges to organize a credit union. A minor may belong to one, but any monies received must be held in trust.

One share costs \$5, and may be paid for in full or at the rate of 25 cents a week, the insistence being on the regularity of the saving rather than on the individual amount. In schools too small for the successful operation of a credit union, students should be encouraged to join one already organized and to look forward to membership in some specific group when they have obtained employment.

Knowledge pertaining to financial security is of value not only to our present pupils but to their parents also. A teacher vitally alive to his subject can make of each student a financial-security propagandist—a salesman of the credit-union idea. A by-product of thrift is the accumulation of new capital, and if a credit union accomplishes any one of its four objectives (a thrift agency; a credit agency; a practical means of educat-

¹"Credit Unions vs. Staff Loan Funds," by Lucy E. Brown, *Wilson Library Bulletin*, pages 570-571, April, 1940.

²*Some Hints as to Usual Credit Union Practice.*

ing masses of people in the management and control of money; an educational investment service preventing waste of small savings in wildcat speculation), it contains great possibilities of value to the people of the United States.

A Bibliography on Credit Unions

"Credit Unions vs. Staff Loan Funds," by Lucy E. Brown, *Wilson Library Bulletin*, April, 1940.

Some Hints as to Usual Credit Union Practice, Credit Union National Extension Bureau, 5 Park

Square, Boston. Sixteenth Edition, November 1, 1932.

Making Consumer Education Effective, Proceedings, Second National Conference Institute for Consumer Education, Stephens College, Columbia, Missouri, Bulletin No. 2, July, 1940, page 8.

"The Parish Credit Union," address delivered before the Catholic Conference on Industrial Problems, Denver, Colorado, May 25, 1937, by Miss Julia Connor, Farm Credit Administration, Credit Union Section, Washington, D. C.

The ABC's of the Credit Union, The Credit Union Forum, 53 West Jackson Boulevard, Chicago.

New England Teachers—November 15

THE thirty-ninth annual convention of the New England High School Commercial Teachers' Association will be held Saturday, November 15, at the Graduate School of Business Administration, Harvard University, Cambridge, Massachusetts.

Programs of exceptional value have been planned by the following section chairmen:

Bookkeeping: Bartholomew F. McArdle, English High School, Lynn, Massachusetts.

General Business: Chester A. Neilsen, High School, Lexington, Massachusetts.

Office Machine: Miss Mildred Taft, Colby Junior College, New London, New Hampshire.

Secretarial: Miss Mabel Marr, Bassick High School, Bridgeport, Connecticut.

Professor D. D. Lessenberry, director of business-education courses at the University of Pittsburgh, will address the morning general session on "Problems Confronting the Commercial Teacher."

The main address of the afternoon will

be given by F. J. Batson, vice-president of Kittinger Company, Buffalo, New York, a member of the committee on education co-operation, National Association of Manufacturers.

An informal dinner will be held Friday evening, November 14, 1941, at the Copley Plaza Hotel, Boston, Massachusetts.

The officers of the Association are as follows:

President: Miss Mary Stuart, Brighton High School, Boston.

First Vice-President: Bruce Jeffery, B. F. Brown Junior High School, Fitchburg, Massachusetts.

Second Vice-President: Paul Salsgiver, Boston University.

Secretary: William O. Holden, High School, Pawtucket, Rhode Island.

Treasurer: W. Ray Burke, High School, Arlington, Massachusetts.

Assistant Treasurer: Edgar Lakey, Rogers High School, Newport, Rhode Island.



MARY STUART



BRUCE JEFFERY



PAUL SALSGIVER



WILLIAM O. HOLDEN



A Group of Officials of the Commercial Education Association

C.E.A. to Meet November 29

VARIOUS officials of the Commercial Education Association of New York City and Vicinity gathered at a recent Executive Board meeting to plan for the twenty-second semi-annual convention and luncheon of the Association, which will be held at the Hotel Pennsylvania on Saturday, November 29.

Morning sessions, from 9:30 to noon, will consist of panel discussions on new techniques and developments in commercial education as applied to accounting, secretarial studies, private schools, and consumer education.

Speakers at the one o'clock luncheon will address the convention on "The Contribution of Business Education to the National Defense Effort."

A social program including dancing will conclude the convention activities.

Out-of-town commercial educators are cordially invited to participate in the meeting.

Officers and chairmen of the Association are as follows:

Officers: Abraham Deutsch, Jamaica High School, President; Mrs. Marie Arnold, Eastern District High School, First Vice-President; Dr. James R. Meehan, Hunter College, Second Vice-

President; Miss Margaret O'Callaghan, Junior High School No. 30, Secretary; George Williams, Walton High School, Treasurer; Dr. Paul S. Lomax, New York University, Past President.

Members at Large of Executive Committee: Max Schottland, George Washington High School; Mrs. Helen McConnell, Christopher Columbus High School; Mrs. Ethelyn L. Lelash, Miller Secretarial Schools.

Affiliated Association Presidents: Irving Rosenblum, Franklin K. Lane High School, Accounting and Commercial Law Teachers' Association; Edward F. Reich, Newtown High School, Distributive and Consumer Education Association; Kaiser Gordon, Wadleigh High School, Gregg Shorthand Teachers' Association; Marks Lifton, New Utrecht High School, Pitman Commercial Teachers' Association; F. Blair Mayne, Packard School, Private Schools Association.

Editorial Committee: Dr. Hamden L. Forkner, Teachers College, Columbia University; Morris S. Goller, Washington Irving High School; Arthur H. Sutherland, College of the City of New York.

Committee Chairmen: Mrs. Lempi S. Talvensaaari, New York University, Library; Thomas H. Readyoff, Samuel J. Tilden High School, Program; Joseph Gruber, Central Commercial High School, Publicity; Irving Berman, Long Island City High School, Individual Membership; Nathan Baltor, Samuel J. Tilden High School, Associate Membership; Conrad J. Saphier, Samuel J. Tilden High School, Curriculum Study; Saul Wolpert, Seward Park High School, Arrangements; Aaron Toder, LaFayette High School, Legislation; Clare M. Betz, Bayside High School, Social.

6,000 Most-Used Shorthand Forms

Classified by

JOHN ROBERT GREGG

According to the chapters in
The Gregg Shorthand Manual

THIS list, of which the first installment was published in the BUSINESS EDUCATION WORLD for January, 1941, contains

the 6,000 stenographically useful words from the famous Horn list of the "10,000 Words Most Commonly Used in Writing." The omissions represent words that are distinctly nonbusiness words or derivatives offering no difficulty. Among the sources of the original list were at least 1,593,200 words of business letters and letters of application and recommendation.

This is the concluding installment of the 6,000 most-used shorthand forms.

CHAPTER TWELVE

UNIT 36

1246

4 abstract	2 clerk	9 energies	4 merchant	1 secretary
3 accommodate	1 club	3 energy	6 messenger	2 senior
4 accommodation	6 comparative	3 English	6 misfortune	7 signal
7 accommodations	4 comparatively	10 evolution	2 neglect	2 signature
9 accompanies	3 compare	5 execute	7 neglectful	6 significance
4 accompany	3 comparison	6 execution	6 negligence	9 significant
4 accurate	6 complicated	3 executive	8 negligent	3 silence
6 accurately	9 compulsory	9 executor	10 obligate	2 society
1 afraid	3 conclude	4 exquisite	10 observance	5 solution
10 allusion	3 conclusion	2 fault	4 observation	4 specific
2 American	10 conclusive	9 faulty	3 observe	2 spoke
9 anguish	6 congenial	6 fulfill	10 occupant	10 spontaneous
5 anniversary	3 congress	8 fulfillment	5 occupation	3 struck
9 apparel	4 connect	3 generous	4 occupy	4 stupid
1 application	2 connected	10 generously	2 parcel	7 stupidity
1 approval	1 connection	10 genial	5 passenger	6 subsequent
3 argument	3 corporation	6 glove	6 passengers	9 subsequently
2 assist	4 coupon	5 gloves	5 patron	3 succeed
2 assistance	3 criticism	2 greatest	10 patronize	3 succeeded
2 assistant	6 criticisms	4 headquarters	8 petroleum	5 sympathize
8 assisted	6 criticize	8 hereditary	8 photos	2 sympathy
5 associate	2 crop	9 identity	2 possession	2 telephone
7 associates	6 cultivate	9 incomparable	10 possessions	10 testimonial
6 attract	6 cultivated	6 independence	7 practicable	5 testimony
5 attraction	7 cultivation	3 independent	7 precise	4 text
2 automobile	4 dangerous	8 independently	4 precisely	6 texts
10 auxiliary	10 default	8 indispensable	2 prefer	5 topic
2 avoid	6 democrat	8 innumerable	9 preferable	8 triplicate
6 bankrupt	6 democratic	7 insignificant	9 preferably	4 typewriter
4 bankruptcy	7 demonstrate	3 investigate	4 preference	7 typewritten
4 battery	3 demonstration	8 investigators	2 premium	7 unavoidable
6 bookkeeper	3 disappoint	5 involve	1 property	3 universal
4 bookkeeping	5 disappointment	3 junior	9 prosecution	9 universally
4 burst	3 discuss	6 juniors	3 pupil	5 universe
3 carbon	3 discussion	6 jurisdiction	4 push	2 unusual
5 chocolate	8 discussions	5 lawyer	6 pushed	3 variety
8 chocolates	4 distinct	7 lawyers	4 qualified	7 vocation
5 citizen	5 distinction	6 legislative	6 qualify	5 vocational
7 citizenship	9 distinctive	4 likewise	3 remainder	2 vote
5 civic	8 distinguish	8 literal	4 requisition	9 voters
3 civil	4 distinguished	5 literally	5 resignation	3 warehouse
4 civilization	7 disturb	10 litigation	3 resolution	3 wholesale
5 civilized	10 disturbance	9 luxurious	10 revolutionary	1 wife
6 clerical	2 drop	6 luxury	2 salesman	5 willingness
	5 economic	3 manufacture	3 salesmen	6 wives
	4 economy	4 manufacturer	3 scarce	
	7 emphasize	6 mercantile	2 schedule	





JACK HARRIS



BLAKE W. SPENCER



OLON GENTRY



LILLIAN BOLDRY

JACK H. HARRIS has been appointed principal of the Loucks Elementary School, Peoria, Illinois, adding another name to the growing list of commercial educators who have advanced to higher administrative positions. Mr. Harris was head of the Stenographic Department at Manual Training High School, Peoria, for five years. He also directed adult education and taught adults in commercial subjects.

He has degrees from Bradley Tech, Peoria, and Columbia University.

BLAKE W. SPENCER is the new principal of Merritt Evening Business School, in Oakland, California. Since 1935, he has been supervisor of business subjects and a lecturer in education at the University of California. He has also taught in high schools and was head of the Commercial Department of Roosevelt High School, Oakland, for six years. He has taught during summer sessions at the University of California for several years.

Mr. Spencer is a graduate of Nebraska Wesleyan University and has his master's degree from Teachers College, Columbia. He is a former officer of the California Business Educators Association and a member of the state committee on credentials. He has contributed several articles to the *BUSINESS EDUCATION WORLD* and other commercial-education journals.

The Merritt Evening Business School is a part of the Oakland Public School System and enrolls about 2,000 students. In addition to vocational preparation in the usual commercial subjects, special courses are offered in such fields as government service,

real-estate law, and traffic management. At the present time, eleven different courses given under the George-Deen Act are offered as a regular part of the school program.

The Merritt School was founded in August, 1929, and maintains both day and evening sessions. For many years the school was under the direction of Dr. Richard E. Rutledge. Spencer Benbow is principal of the day school.

SOLON GENTRY has accepted an appointment as supervisor of practice teaching in commerce at Winthrop College, Rock Hill, South Carolina. He formerly taught in the Unicoi County High School, Erwin, Tennessee, and in the Science Hill High School, Johnson City, Tennessee. He was an instructor in commerce in the University of Kentucky during the past summer session. His master's degree is from the latter institution.

Mr. Gentry is a past president of the Tennessee Business Education Association and has contributed to the Yearbook of the Southern Business Education Association.

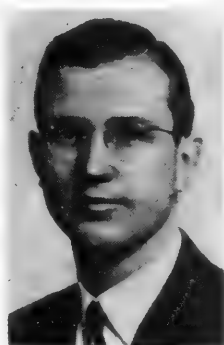
MISS LILLIAN BOLDRY heads the Commercial Department of the high school at Lebanon Junction, Kentucky, this year. She is sponsoring a school paper as part of her work. Miss Boldry has taught in the grades and has had stenographic and secretarial experience in California. She is a graduate of the Bowling Green (Kentucky) College of Commerce, where she was secretary to Miss Mary Henderson, head of the Shorthand Department.



ARDATH STEDMAN



C. J. FOLKERTS



CHARLES SAVAGE



WILBUR ABELL

MRS. ARDATH STEDMAN has been appointed head of the Business and Secretarial Department of Mary Hardin-Baylor College, Belton, Texas. She taught for six years in Oklahoma high schools and for two years was head of the Business Department of Connors State Agricultural College, Warner, Oklahoma.

Mrs. Stedman is an active member of both Pi Omega Pi and Delta Pi Epsilon. Her M.S. degree is from Oklahoma A. & M. For her master's thesis, she wrote a history of the Department of Business Education of the National Education Association. Excerpts from this history will appear soon in the B.E.W.

DR. CARL J. FOLKERTS has been appointed associate professor and head of the Business Department of MacMurray College, Jacksonville, Illinois. He was formerly a faculty member at Northern Montana College, Havre.

Dr. Folkert's M.A. and Ph.D. degrees are from the State University of Iowa. The subject of his doctor's dissertation was "The Effects of Public Expenditures Upon National Incomes."

Increases in enrollment and activities made it necessary for the Business Department at MacMurray College to move into larger quarters at the beginning of the present school term.

BEHRENS ULRICH has joined the faculty of Western Michigan College (formerly Western State Teachers College), at Kalamazoo, Michigan, where he will present a course in retailing under the sponsorship of

the George-Deen Act and will serve as retailing co-ordinator.

Mr. Ulrich did his undergraduate work at Wittenberg College, Springfield, Ohio, and his graduate work at New York University, from which he has the degree of M.S. from the School of Retailing. He comes to Western Michigan College from Drexel Institute of Technology, Philadelphia.

CHARLES SAVAGE has been appointed acting head of the Business Administration Department at Adelphi College, Garden City, New York. He formerly taught in the Eastman School, in Pace Institute (New York), and Colby Academy (Brooklyn).

Mr. Savage has two law degrees from St. John's, Brooklyn, and an A.M. from Teachers College, Columbia. He has been a secretary in engineering and law firms and has had several years of active law practice.

WILBUR J. ABELL has accepted a temporary appointment as an instructor in business education at State Teachers College, Bloomsburg, Pennsylvania, substituting for Herbert E. McMahan, who is on leave of absence for Naval Reserve duty.

Mr. Abell is a graduate of James Millikin University and received his master's degree from the University of Illinois.

During the past year, Mr. Abell set up a labor-relations program for the U. S. Manufacturing Corporation at Decatur, Illinois. He has also been employed by the B. F. Goodrich Tire and Rubber Company and has been a high school principal, high school department head, and an instructor at State Teachers College, Whitewater, Wisconsin.

The Lamp of Experience

HARRIET P. BANKER
EDITOR



I have but one lamp
by which my feet are
guided, and that is the
lamp of experience.
—Patrick Henry.

EMIGRANT, immigrant, eminent, imminent, eligible, legible—these are words that provoke a groan from any experienced teacher of shorthand. Will pupils ever learn to use homonyms correctly?

Extravagant, exaggeration, embarrassment, equality, equally, echoes, extension—will the day ever come when the teacher of shorthand can face spelling demons without a sinking feeling, knowing that at least half the class will mumble and stutter and give up in despair when asked to spell them and their derivatives?

Because I have met these word enemies so very, very often (in ten years of uninterrupted experience with New York Regents classes), I decided to do something about conquering them. I have tried, by use of charts, one of which appears on the following page, to fix the meaning and correct use of homonyms and the correct spelling of spelling "demons."

In this battle with words there seem to be three distinct stages:

1. The student is only vaguely aware of the existence of homonyms, having met them casually in reading and in the comparatively short period devoted to their study in the English class.

2. Having become aware of the existence and use of these words, the student becomes confused and tends to misuse them even more frequently than before his attention was drawn to them.

3. Finally, he really knows their correct meaning and use, and so they become a part of his "working" vocabulary.

The accompanying chart, besides offering a visual appeal, provides some sort of mental anchor to which the student can think back; the word becomes something more than mere black letters printed on white paper. I use the chart as follows:

1. Transcriptions of the words in the outer border (the homonyms) are asked for; the longhand spelling is placed on the blackboard (preferably alongside the chart); and the correct meaning (or meanings) of the word is given by members of the class.

2. Students are then asked to find, on the chart, illustrations of these meanings. (It is very easy to detect inattentive pupils because all eyes must be on the chart.)

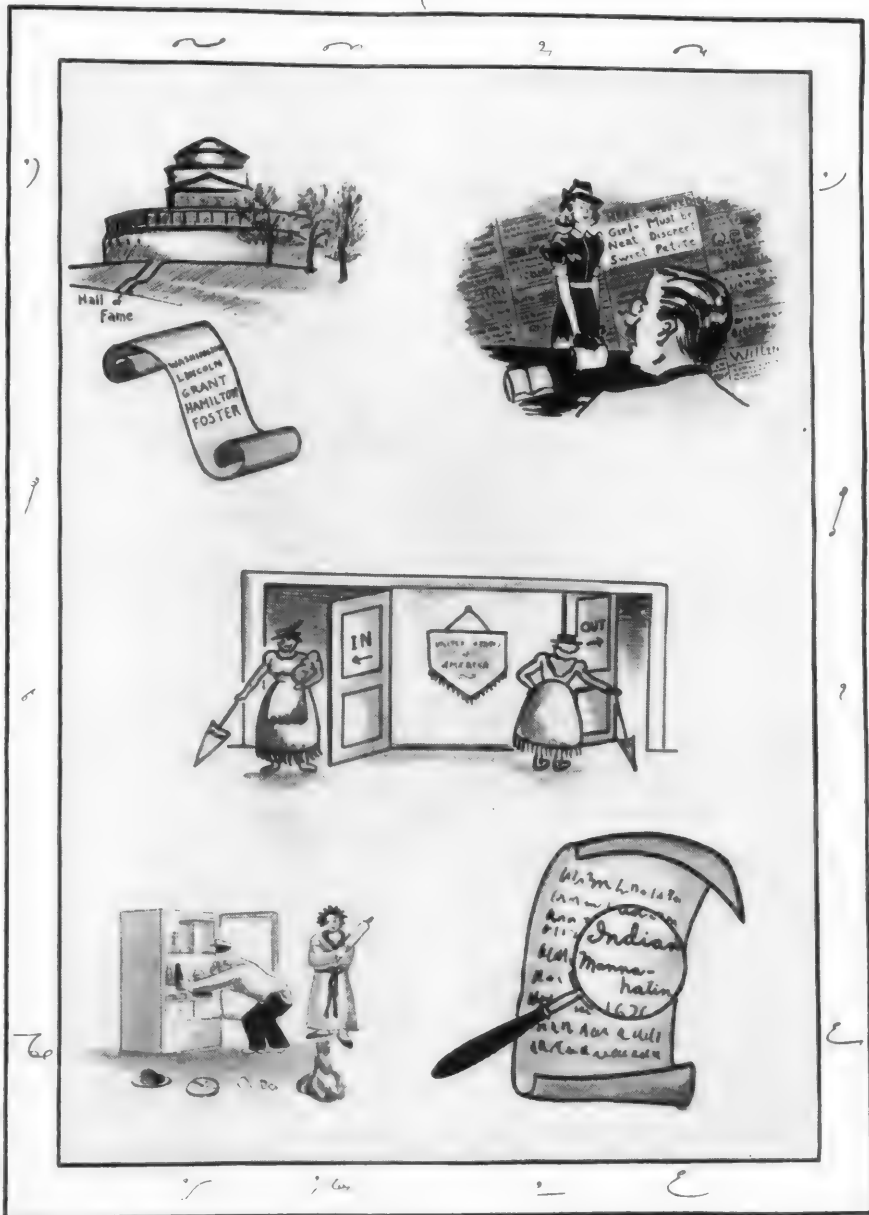
Usually the response is very lively, with the game element predominating. Pupils swallow the sugar-coated pill and even smack their lips.

3. The shorthand outlines of the spelling demons within the inner border are then transcribed correctly on the blackboard, the correct spelling being given by members of the class. Correct spelling of derivatives of the words may be suggested, according to the wishes of the teacher. This offers excellent practice in building shorthand outlines as well as in spelling.

4. After a rapid review of correct meanings of the homonyms has been given, I dictate five, ten, or fifteen sentences involving the correct use of the homonyms, asking pupils to fill in in longhand the blanks indicated as "blank" when I dictate. This affords practice in shorthand as well as in English. Examples of the dictation I use for this drill are as follows:

emigrant, immigrant: "Many persons think much trouble has been caused by the Government's failure to restrict to the United States in the last ten years."

eminent, imminent: "The letter to the cardinal was addressed 'Your'. Was that correct?"



ONE OF A SERIES OF WALL CHARTS USED FOR TEACHING HOMONYMS AND SPELLING DEMONS

eligible, legible: "He will not qualify because he has not met the requirements." "Before the days of the typewriter, one of the greatest troubles of the manuscript reader was deciphering handwriting."

5. I then go on to dictate from five to twenty sentences (which, by the way, can

also be used for repetition and drill work in typewriting class) involving the spelling demons presented on the chart; for example:

The *extravagance* of the directors caused a heavy deficit for the year.

Equality of opportunity is desired by all.

Wasn't it Mark Twain who said "Reports of my death greatly exaggerated"?

What was the most embarrassing moment of your life?

The sound went *echoing* over the fields.

An *extension* was built on the south side of the old house.

6. To go a step farther, pupils should be required to bring in, as assigned homework, sentences that they have constructed, using *emigrant* and *immigrant* with *Ellis Island*, and the words *in*, *leave*, *quota*, and *out*. *Eminent* and *imminent* are used with *impending*, *immediate*, *lofty*, *threatening*, and *outstanding*. *Eligible* and *legible* are used with *plain*, *qualified*, *desirable*, *bachelor*, and *decipherable*.

The result? The subject is vitalized. A visual appeal is made. A mental anchor is provided to retain the word in the pupil's vocabulary lest, through neglect, it slip away. Our war with words is won with the mini-

mum number of casualties.—*Margaret I. Carman, Flushing High School, Flushing, New York.*

—BUY DEFENSE BONDS AND STAMPS—

GEORGE A. MEADOWS, head of the Meadows-Draughon Business College of Shreveport, Louisiana, was unanimously elected district governor of the Louisiana-Mississippi-West Tennessee Kiwanis district at the twenty-third annual convention of that district, held in Alexandria in September. Mr. Meadows was North Louisiana district lieutenant governor last year.

The B.E.W. extends its sincere congratulations to Mr. Meadows on his election to this important office.

Mr. Meadows is a well-known private-school owner in the South. He has held many important offices in national and regional commercial-education associations.

MRS. C. L. FORTIER, the daughter of Christopher Latham Sholes, the inventor of the first commercially successful typewriter, died on September 30, 1941, at her home in Milwaukee, Wisconsin. She was a descendant of John Alden on her father's side.

We are able to reproduce here a photograph taken in 1873 when, as Miss Lillian Sholes, she was possessed of sufficient pride in her ability as an operator of her beloved father's invention to cause her to sit for a formal photograph.

She has been known for many years as "the first woman typist," and it is recorded that in 1867, as her father and his associates, Carlos Glidden and Samuel W. Soule, worked to perfect the early models, she watched them and amused herself by poking at the wooden key levers.

She retained her lively interest in the typewriter throughout her life and fortunately lived to see her father's vision come true. Her father explained it in these words:

"I feel that I have done something for the women who have always had to work so hard. This will enable them more easily to earn a living."



Lillian Sholes with Her Father's Invention

In Mrs. Fortier's passing we have yet another vivid reminder that the typewriter is really not so old as we often take for granted.—*H.H.S.*

Wondering AND Wandering



WITH

LOUIS A. LESLIE



YOU all remember the story of the Dutch boy who saved the countryside from inundation by plugging with his finger a small leak in the dike which, if left unplugged, would have been washed out until the whole dike crumbled. I believe the young hero was suitably rewarded in the story—they always are, in stories!

Just as the small hole in the dike is rapidly enlarged by the water that flows through it until soon a roaring torrent floods the countryside, so it is in the learning of speed-skills. If the pupil can once be brought, by any device, to the next level of speed, the skill comes flooding through the breach until soon the pupil is flooded with speed.

Undue emphasis on accuracy or endurance prevents that first trickle of speed from getting through the dike and keeps us teachers pumping to get speed that would otherwise flow right through the dike.

Whether in shorthand or in typing, use repeated short writings of easy material to get the first trickle of speed started through the dike. It will then be relatively easy to get longer, more accurate writings on more difficult material without so much repetition. But the main thing is to give the pupil's nervous system a chance to *experience* the speed at which we are trying to get him to write.

If you're having trouble getting speed in your shorthand and typewriting classes, per-

haps all you really have to do is take your finger out of the hole in the dike!

• • • —

ALWAYS EAGER to probe the most difficult and mysterious (to me) part of the training of stenographers, the battle to impart that rare, but requisite, English skill without which good transcription is impossible, I welcomed the suggestion offered in *The Clearing House* by George H. Henry:

What else could be the reason that minds should be so impervious to grammar except that the properties of primordial protoplasm do not care about co-ordinate conjunctions?

In the same issue of *The Clearing House* is an illuminating quotation by Charles C. Fries. Because our teaching of transcription depends so largely on the mastery of just the type of English skill described in this quotation, and furthermore because the teaching of correct English usage is so closely analogous to the teaching of correct shorthand outlines, this quotation is given in full.

An analysis of the published studies of "language errors" reveals three interesting facts: (1) The same classes of errors appear with the highest counts in all the studies, no matter in which section of the country they have been made. (2) The same error items turn up in about the same proportions in every grade throughout the elementary school, the high school, and the college. (3) In some cases the errors actually increase in number and proportion after teachers deal with them.

Diebel and Sears found more errors in pronoun forms in Grade VIII than in Grade III. They then raised the question, "Is the present teaching of pronouns leading to a more confused state of mind in the eighth-grade child than existed when he was in the third grade and was entirely unconscious of the rules of grammar governing the use of such words?"

This persistence of the same errors throughout the grades, the high school, and the college occurs in spite of the fact—as Dr. Dora Smith told us in 1938—that "more time is being spent in high-school English classes of America today upon grammar and usage than upon any other single phase of instruction."

On the whole, then, one is forced to the conclusion that the teaching efforts that have been and are now being directed toward the elimination of these errors are largely ineffective and futile.

Both for English and for shorthand, we should have the answer to the question put here:

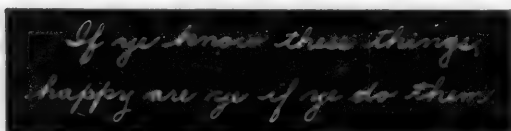
"Is the present teaching of pronouns leading to a more confused state of mind in the eighth-grade child than existed when he was in the third grade and was entirely unconscious of the rules of grammar governing the use of such words?"

• • • —

LAST SPRING, I had the privilege of speaking before a group of teachers of business education in Tampa, Florida. The group met in connection with the State Education Association, and every meeting room in the city was occupied. Our meeting was in a Sunday School room.

By a happy chance, when we came into the room, we found on the blackboard a verse from the Bible scrawled in a childish hand. I say "by a happy chance," because I think that verse, quite accidentally left from Sunday's lesson, is perhaps the one verse from the Bible most suited to be placed before a group of teachers discussing methods of teaching. If any of you know a more suitable verse for such an occasion, I should appreciate having it called to my attention.

The child had written on the blackboard the 17th verse from the 13th chapter of John



• • • —

SOME TIME AGO, Dr. Jessie Graham of Los Angeles called to our attention the word *tapestration* as applied to educational procedures.

Now we've dug one almost as good as that right out of the dictionary—*imbricated*. We have never been satisfied with the expression "co-operative secretarial classes." This is especially awkward when we ask about an absent student, "Is she absent or is she *co-operating*?" Although, by constant usage, we are forcing this new meaning on the word *co-operate*, it still doesn't seem just right.

According to Webster, *imbricated* means lying lapped over each other in regular order, like tiles or shingles on a roof. This

word is much more truly descriptive of the situation in the so-called "co-operative secretarial class," in which the student is in the classroom two weeks and in the office two weeks, alternately.

Of course, to the person familiar with machine-shop practice, the remark made by William Knudson, and quoted in the *BUSINESS EDUCATION WORLD* recently, is the most apt description of the process. You may remember that in speaking of the apprenticeship system for training mechanics, he said that that was a matter of educational lap welding, instead of the older type of butt welding.

However, whether we call it co-operative education or imbricated education or just plain lap welding, there is no question that the most effective training for office work consists of an alternation of classroom practice with office work, properly supervised and followed up.

• • • —

THERE ARE 396,000,000 possible ways of spelling the word *circumference* by utilizing from other words known to sixth-grade children the spellings of sounds that are identical, or nearly identical, with those in *circumference*. We have this on the authority of Dr. Ernest Horn—and he says all those six ciphers belong in the figure. That's not a misprint.

Let's hope our transcription classes don't hear about that, or they may be spurred on to bigger and better misspellings!

But Doctor Horn comforts us by saying that before the child leaves elementary school, he has been confronted with no less than 47 different sound-letter associations for the letter *a* alone.

And then shorthand pupils fret because each simple shorthand vowel sign stands for three sounds!

—BUY DEFENSE BONDS AND STAMPS—

FOR INFORMATION concerning announced examinations in the Federal government service, application can be made at any post office or custom house, or by writing to the United States Civil Service Commission, Washington, D. C.

THE FOLLOWING CHANGES have occurred this fall in the faculty of the business education department of Illinois State Normal University.

ALBERT C. FRIES, assistant professor of business education since 1935, has been granted a year's leave of absence for graduate study toward his doctorate at New York University. He holds a fellowship at that university for the current school year. Mr. Fries received both his bachelor's and master's degrees at the University of Illinois. He is a member of Pi Omega Pi and Phi Delta Kappa.

J. CULVER RAGLAN has been appointed to the staff at Normal as an instructor in

business education. He is a graduate of Normal and received his master's degree from the University of Colorado. He comes from the high school faculty at Streator, Illinois. He is a member of Pi Omega Pi.

DR. RALPH L. BOYD, who has been assistant professor of business education at Normal since 1937, has been appointed assistant professor of accounting and university auditor at the University of Illinois. Dr. Boyd is a graduate of Normal and received both his master's and doctor's degrees from the University of Illinois. He also holds a C.P.A. degree. His chief professional interests are accounting and auditing. He is a member of Pi Omega Pi.

—BUY DEFENSE BONDS AND STAMPS—

Statement of the Ownership, Management, Circulation, Etc.

Required by the Acts of Congress of August 24, 1912, and March 3, 1933

Of THE BUSINESS EDUCATION WORLD, published monthly, except July and August, at East Stroudsburg, Pennsylvania, for October 1, 1941.
State of New York }
County of New York } ss.

Before me, a notary public in and for the State and county aforesaid, personally appeared Guy S. Fry, who, having been duly sworn according to law, deposes and says that he is the business manager of THE BUSINESS EDUCATION WORLD and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are: Publisher, The Gregg Publishing Company, 270 Madison Avenue, New York, N. Y.; Editor, John Robert Gregg, 270 Madison Avenue, New York, N. Y.; Managing Editor, Clyde I. Blanchard, 270 Madison Avenue, New York, N. Y.; Business Manager, Guy S. Fry, 270 Madison Avenue, New York, N. Y.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

The Gregg Publishing Company, 270 Madison Avenue, New York, N. Y.; John Robert Gregg,

President, 270 Madison Avenue, New York, N. Y.; Guy S. Fry, Secretary-Treasurer, 270 Madison Avenue, New York, N. Y.; Edmund Gregg, 6 North Michigan Avenue, Chicago, Illinois.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company, but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is _____ (This information is required from daily publications only.)

Guy S. Fry, Business Manager

Sworn to and subscribed before me this 17th day of September, 1941. (Seal) Margaret E. Zeberle. (My commission expires March 31, 1943.)



on the Lookout

ARCHIBALD
ALAN
BOWLE



This department brings to you each month helpful suggestions regarding bulletin-board displays, club programs, and equipment and supplies.

14 Duplicard, a plastic duplicator designed for reproducing post-card advertising, is announced by Pac Manufacturing Corporation. The makers claim 1,000 post cards an hour with it.

15 We have wondered about those aluminum chairs—now that we have a defense problem on our hands. Incorporating virtually every feature that made their aluminum line so popular, General Fireproofing Company expects that the all-steel Goodform line will win the same wide following its predecessor enjoyed. A fully descriptive folder is available.

16 An ingenious device for removing wire staples has been marketed by the Metal Specialties Manufacturing Com-

A. A. Bowle November, 1941
The Business Education World
270 Madison Avenue, New York, N. Y.

Please send me, without obligation, further information about the products circled below:

14, 15, 16, 17, 18, 19, 20

Name

Address

pany. You slide the remover points under the staple, press the handles, and out pops the staple.

17 A new, different, and versatile copyholder is offered by the Keetac Company. There's a paper clamp for holding copy flat, a swinging arm on which to support a stenographer's notebook, and a spring clamp at the top to facilitate holding single sheets. You might call it a three-in-one. It is particularly useful for use when a stenographer has to type from her shorthand notes and quote from books and reports, because she can have them all in front of her on this unique copyholder.

18 The micrometric scale on the carbon paper of Webster's Multi-Kopy serves a dual purpose—it insures uniform margins at top and bottom and informs the typist at a glance just where she is typing in relation to these points. Because the scale is printed beyond the actual carbon paper, removal of the carbon when work is done is an easy and clean operation. A pamphlet, "Typing Facts," is yours for the asking.

19 Ditto Direct Process Master Paper is recommended for making the original for all Ditto Direct Process Duplicators. The sheet will retain the ink for a large number of copies and permit re-use of the master sheet several times.

For the copies, Direct Process "B" is recommended. It is chemically in harmony with the fluid and carbon; a great number of clean, bright copies can be produced from it.

20 A plastic binder for the bookkeeping department, which does not fade or scuff and is not subject to surface wear, is a product of the Master-Craft Corporation. The manufacturers stress the point that these binders are sanitary, because they are washable with soap and water and can be cleaned without damage. They are available in two colors, black and bronze, both in a unique pearl design. The binders available in this finish are standard-sized sectional-post models.

Making and Using a Bulletin Board

YOUR students can learn much, because they can read; you can tell them more, because they can hear; but there's nothing like a picture to tell a story! Your bulletin boards should say little in words, but much in pictures. A strong picture with a catching caption will teach more than six pages of fine print that is never read!

How to Make a Bulletin Board

But you have no bulletin board? Here's a help in this respect. Miss Eunice Spencer, of Stillwater, writing in *The Oklahoma Teacher*, "The Bulletin Board—An Able Assistant," gives some interesting information on building a bulletin board. "There are many ways of making a practical, durable bulletin board," she writes, and outlines five ideas on the subject:

1. Glue together two thicknesses of heavy corrugated cardboard, with the ribs of one going one way and those of the other going at right angles. When these pieces are thoroughly dry, the front of the board can be covered with blotting paper to make a more attractive surface.
2. A piece of burlap can be used, with only small outlay of money. A one-inch board is fastened at each end to keep it weighed down, and exhibit material is pinned into place.
3. Three-ply wood makes an inexpensive bulletin board. This can be covered with clean blotting paper or wrapping paper from the grocery store, to keep a fresh, clean appearance.
4. Half-inch masonite is another cheap material that will prove satisfactory.
5. Wood-backed cork linoleum makes an excellent bulletin board, but it is more expensive, as is cork-base board.

There are all types of material to suit all pocketbooks—and the results of having a bulletin board will be so favorable that the outlay will repay you for all the effort involved.

Here are some of the ideas that came from

Isador Rubin, of the Erasmus High School, in Brooklyn, New York. One of the jobs that the bulletin board does for him is to tell pupils about radio programs worth dialing.

Each Monday morning a pupil posts the Sunday paper's schedule of offerings for the week, underlining the recommended programs. This stimulates some pupils to make notes as they listen to the programs. These notes are posted on the board for the benefit of those who did not tune in.

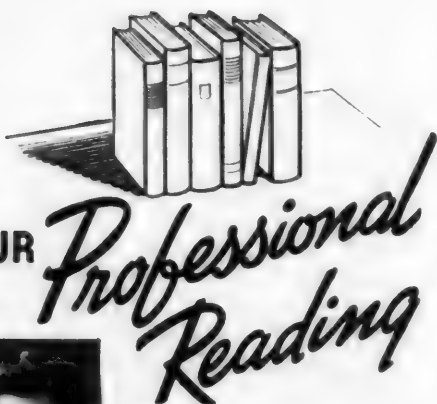
The board announces interesting events with appropriate sketches to attract attention. Samples of magazines and local papers are sometimes hung on the board with definite suggestions as to their value to the pupil. Sometimes you'll find a list of questions, dealing with general business topics, and current events, on one end of the board, while the answers appear at the other end.

Superior pupil work is sometimes put on display. "Such displays stimulate, inspire, and supply standards of accomplishment," says Mr. Rubin. Original cartoons, special reports and scrapbooks are tacked to the board, for all to examine, judge, compare, admire, and—what is perhaps more important—to emulate.

Study Helps Are Posted

Another use to which the bulletin board is put is to help pupils pass their examinations. Copies of former examinations are posted so that pupils may check their knowledge and know what to study. In some cases, sample answers are posted so that candidates can "learn the technique of writing excellent answers."

We learn that Mr. Rubin's bulletin board is 6' by 4', built of three-ply white pine, 1/4 inch thick. It cost him approximately \$2 to have made at a local lumber yard. And all that it has done to help his pupils develop themselves into more intelligent young people and into wiser citizens makes it worth much more than the cost he asserts.



JESSIE GRAHAM, Ph.D.

Let this department guide your professional reading. The B.E.W. is constantly on the lookout for new books and magazine articles of interest to business educators.

Problems and Issues in Business Education

Seventh Yearbook of the National Business Teachers Association: McKee Fisk, Editor; J. Murray Hill, Secretary, Bowling Green Business University, Bowling Green, Kentucky. 1941, 330 pages, \$2. Included with membership in the N.B.T.A.

The National Business Teachers Association (formerly the National Commercial Teachers Federation) is currently publishing a series of yearbooks on related topics, of which this is the second.

In the 1940 yearbook, present practices with reference to the business curriculum were inventoried. In the present yearbook, problems and issues relative to business education in all its aspects are listed and discussed. In the two succeeding yearbooks, guiding principles and plans for the future will be considered.

The contents include problems and issues relative to organization and administration in state departments of education and all types of schools; relationships with business, school authorities, and youth; curriculum practices, including those of the newer type; and the various business subjects.

This yearbook is the work of fifty contributors and the members of the editorial board. As such, it is a cross-section of the thinking of workers representing all phases of this complex field.

Fifty Hints for Teachers of Vocational Subjects

By M. Reed Bass, American Technical Society, Chicago, 1941. Revised, 58 pages, paper bound, 50 cents.

The better-known lists of teacher duties and traits, as well as hints for the improvement of teaching, are so voluminous that it is difficult, if not impossible, for the average teacher to benefit from reading about them. This booklet is wisely limited to a presentation of fifty practical hints for teachers of vocational subjects.

While there is nothing new in these pages for the experienced teacher, these hints are excellent guides for the beginning teacher.

The check lists of teacher responsibilities that make up the latter half of the book are unique. It would be a wholesome practice for all teachers of vocational subjects, experienced and beginning alike, to check these lists at regular intervals with a view to improvement of their work, following to some extent the practice of Benjamin Franklin in character development.

Effective Advertising

By Harry Walker Hepner, McGraw-Hill Book Company, Inc., New York, 1941, 584 pages, \$4.

The consumer should study advertising, and advertising should study the consumer, for their interests are mutual. Upon this belief Dr. Hepner has built this college textbook on advertising, which is a constructive discussion of advertising and consumer interests.

In the first part of the book, the commonly expressed objections to advertising are listed and commented upon.

Part II, made up of twelve chapters, is devoted to the consumer. The consumer movement is discussed in an objective way. There are reports of many consumer studies of use to advertisers. Several of these studies are reported by means of charts and tables.

In the remainder of the book, the usual topics found in advertising textbooks are covered: media, layout, attention-getting devices, public relations, etc.

The book is attractive, with wide, two-column pages and many illustrations. As Dr. Hepner is a leader in his field, the book is authoritative, as well as a good example of advertising art. A student's workbook is available.

She's Off to Work

A Guide to Successful Earning and Living, by Gulielma Fell Alsop, M.D., and Mary Frances McBride, The Vanguard Press, New York, 1941, 276 pages, \$2.50.

The authors have many firsthand contacts with girls and have known hundreds of girls who have started business careers in a large city.

The advice given by these friendly counselors is sugar-coated by being presented in story form. The points made under each topic are clinched

by means of summaries at the end of each chapter.

The reader is told how to get a job, how the business girl takes care of her health, how to create a satisfactory office personality, and how to build a satisfactory personal life outside the office.

The advice given, and amplified by the running story, is sound. For example, "Learn to find the satisfaction of achievement in your work, but do not expect to find the satisfaction of personal relationships in your office" is wholesome advice.

At the end of the book, there are lists of residences for women and centers for medical care and recreation in Greater New York.

Girls will enjoy this book. The only possible undesirable outcome of reading it would be that they might decide that the big city is the only place to work and live.

The Adolescent Personality

By Peter Blos, for the Commission on Secondary School Curriculum, D. Appleton-Century Company, Inc., New York, 1941, 517 pages, \$3.

"Any age group in which emotional stability is easily upset or greatly lacking . . . makes increased demands on the maturity of the person in charge." Self-awareness and understanding of adolescence are necessary to the equipment of the secondary-school teacher, whose reaction to his pupils "is dependent to a large degree on the maturity of his adjustment to authority, to independence, to his vocation, and to his emotional needs."

The above quotations from this report of a study of adolescence constitute a significant commentary on the necessity that teachers make use of every available means to become acquainted with findings on the nature of adolescence.

In the preparation of this book, more than 600 case studies of adolescents were considered. From these, four were selected for detailed report. Implications for teachers are drawn.

This is one of the few sources of frank and comprehensive information about the attitudes of adolescents to home, school, social life, and the job. As such, it supplies evidence needed as a basis for building a sound educational program.

Writing in Business

By Z. E. Green, Henry Holt and Company, New York, 1941, 502 pages, \$2.80.

This is a combined textbook and workbook for courses in business correspondence on the junior-college level.

It is unusual to find, in a book as substantially bound as this one, pages with simulated perforations and blank or partially blank surfaces. Because so much space is given to illustrative materials and pages for student use in preparing ex-

ercises, the text material is brief, covering approximately half the book.

The usual topics are treated. The introductory chapters present a history of "business jargon." A chapter on costs and standardization is wisely included as part of the training of future executives. A chapter on radio writing, an appendix on business law, and another on business and legal forms, are unusual features.

While the text material does not differ greatly from business correspondence books in general use, the illustrative materials represent heretofore unpublished letters secured from a large number of business firms. They are attractively presented in two-column style, with brief annotations opposite the various parts and paragraphs.

Money and Banking

By J. Marvin Peterson, Delmas R. Cawthorne, and Philipp H. Lohman, The Macmillan Company, New York, 1941, 742 pages, \$3.75.

New facts and changing theories about money and banking make necessary new text materials. The authors of this book stress the evolution of doctrines concerning money and banking rather than basing their presentation on rigid principles.

The student of this book cannot fail to be impressed with the important role played by money and banking in national and international affairs.

The chapters on the gold standard and on proposals for managed international currency include mention of recent developments, as do many other chapters.

While it is not possible to write on the subject of money and banking briefly, or even very simply, the authors have given clear explanations of matters that are usually difficult for students to comprehend.

This book is recommended for college students of money and banking because of its completeness and clearness and the inclusion of up-to-date materials.

Youth Thinks It Through

By Francis L. Bacon, William R. Wood, and Charles M. MacConnell, with the editorial collaboration of Clarence Stratton, McGraw-Hill Book Company, Inc., New York, 1941, 416 pages, \$1.40.

The subtitle of this book, "Modern Readings for Thought and Discussion," describes the book very well. Each of the thirty units consists of three parts: the statement of a problem, an article presenting an important point of view on the problem, and a colloquy summarizing the principal points to be considered critically by pupils.

Many of the units in this book will give the teacher excellent material for discussion in a sec-

retarial-studies class. Even more of the units will make excellent supplementary dictation material in shorthand classes, because the articles have been so well chosen to be of interest to the secondary-school pupil and, at the same time, to be really valuable material.—L.A.L.

A News Letter on Teacher Education

Commission on Teacher Education, 744 Jackson Place, N.W., Washington, D. C.

Everyone who is especially interested in teacher education should be on the mailing list of the Commission on Teacher Education of the American Council on Education. This commission publishes a monthly news letter, which will be sent free on request.

The issue for July, 1941, is of special value to business educators.

Profitable Publicity

How to Do It—How to Get It, Henry F. Woods, Jr., Dorset House, Inc., New York, 1941, 208 pages, \$2.50.

Publicity is here defined as "information you want to impress upon the minds of the largest possible number of persons." As such, it is part of the public-relations program of the schools and of the advertising plans of businessmen.

This exposition is written by a man with experience as publicity director for business concerns and advertising agencies and as press agent for individual personalities. He is a director of the National Association of Publicity Directors.

The chapters on how to select items for publicity and handle them are illustrated with actual examples, the incident of the flight of Rudolph Hess to Scotland being cited as a case in point.

Unusual features are the lists of newspaper syndicates and trade periodicals that comprise the appendix.

Basic Source Materials

From time to time, the BUSINESS EDUCATION WORLD will list for you important source materials for your study of the present national and international scene, the various phases of business education, and the guidance of youth.

It is suggested that you file these lists.

OCCUPATIONAL GUIDANCE

Bibliographies on Occupational Information and Guidance, an annotated list, Federal Security Agency, U. S. Office of Education, Washington, D. C., July, 1941 (Misc. 2573), free.

This is a carefully selected, annotated, and indexed bibliography of bibliographies on occupational information and guidance.

Sixty-six Best Books on Occupational Information and Guidance, by Robert Hoppock and Samuel Spiegler, Occupational Index, Inc., New York University, New York, 1941, 25 cents.

An annotated bibliography.

Guidance and Personnel Books of 1940, Occupational Index, Inc., New York University, New York, 1941, 25 cents.

This bibliography constitutes an excellent check list for the teacher or librarian who wishes to be certain that he has not missed essential materials.

SOCIAL SCIENCES

Social Science References, Thirty Essential Manuals, Yearbooks, and Indexes Described for Students, by Emil Greenberg, New York University Bookstore, New York, 1940.

This guide for students has been limited to thirty basic sources. Descriptions and directions for using such sources as the *Encyclopedia of the Social Sciences*, *The New York Times Index*, *The Vertical File Collection*, and the *Book Review Digest* are given.

YOUTH-SERVING ORGANIZATIONS

Youth-Serving Organizations, by M. M. Chambers, American Council of Education, 744 Jackson Place, Washington, D. C., Second Edition, 1941, 237 pages, 25 tables, \$2.50.

A report of 320 organizations serving youth and operating on a national level. Includes bibliographies.

DISTRIBUTIVE EDUCATION

An Annotated Bibliography in Distributive Education, by Earl P. Strong, School of Retailing, New York University, New York, 1941, 60 pages, \$1.

The number of recent references in distributive education is an indication that this is an active field. Mr. Strong has classified these references and prepared helpful annotations.

GOVERNMENT AIDS FOR TEACHERS

School Life, the official journal of the United States Office of Education, Monthly, Superintendent of Documents, Washington, D. C., \$1 a year.

In addition to other useful source material, publishes each month a page or two of information relative to new government aids for teachers.

RESEARCH STUDIES IN EDUCATION

Bibliography of Research Studies in Education, 1938-1939, Superintendent of Documents, Washington, D. C., 1940, 35 cents.

This annotated list of 3,570 theses from 174 institutions is a valuable source of information relative to the results of recent research in any selected field of education.

A Million Volunteers Are the Backbone Of the American Red Cross

ANNUAL ROLL CALL, NOVEMBER 11-30

VOLUNTEERS are the backbone of the American Red Cross. Today there are more than 1,000,000 of them at work, making surgical dressings to build up a reserve supply for the armed forces of the United States, sewing and knitting garments for use abroad as well as at home, transcribing articles and books into braille for the blind, and performing many other tasks.

Among these volunteers who give a portion of their time each week to the Red Cross are many who help in the local chapter's office. Letters must be typed, filing must be done, callers must be received, and numerous other tasks must be performed.

To do this work efficiently requires training. This affords a splendid opportunity to many business students not only to provide

a valuable service to an organization that is currently engaged in a great variety of defense tasks but also to obtain highly worthwhile business experience.

Volunteers are always welcomed by the Red Cross. Those who are able and willing to give a certain amount of their time each week need only call their local Red Cross chapter and offer their services. They will be pleasantly surprised at the cordial reception they will get.

In all probability, however, they will be even more surprised when they begin to learn of the many fields of Red Cross activity. For instance, they will find out that the Red Cross has trained representatives at every military camp and naval station and at all Army and Navy hospitals, stationed there for the express purpose of helping the men in uniform solve nonmilitary problems. They will learn that the chapter frequently is called on to see that the families of these men are not in want.

They will also learn that Volunteer First Aid Detachments are being organized and trained for service in factories, hotels, and other establishments; that thousands of nurses are being furnished to the Army and Navy, while others are being enrolled for service in the future; that reserves of medical and dental technologists, hygienists, and dietitians are being organized for service with the colors.

Last, but not least, they will learn that all Red Cross work at home is financed from the low annual dues received from members during the yearly Roll Call. This year the membership campaign begins November 11 and continues through November 30. Because of the expansion of Red Cross services, millions of new members are needed. Everyone is invited to join a local Red Cross chapter and thus help support these vital activities.





HIGH UP ON THE LIST of headaches for secretaries, I have found, is the making of train reservations for the chief. This job includes many a telephone call, much checking and rechecking, each time that a trip is in prospect. My chief usually wants a drawing room so that he can be alone and concentrate on the work he always takes with him. This is the procedure I usually follow in preparing for each trip:

After finding out when he wants to leave (or will be able to break away from the office!) and when he has to arrive at his destination, I get the information clerk of the railroad company on the telephone and find out the right train for the chief to take. Upon making the reservation and finding out the cost, I make out a voucher for the correct amount, get it cashed, and send a messenger to the station to pick up the tickets.

I am always very careful to check these tickets when they are brought back. Too often there is an error that might delay the chief at the station or cause him to make an additional payment of several dollars.

My next step in getting the chief ready is to pack the bag that contains just his business things. He will have his file containing the correspondence that is incident to the trip and to the meetings or conventions he is to attend.

He also will have a folder in which I

put all the articles, speeches, etc., that he wants (and hopes to find the time) to read while away from the office.

In a little black book I keep a lot of information, part of which is a list of articles that the chief should take on any trip—such items as pencils, pads, expense-account blanks, letterheads and envelopes, stamps, company address lists, rubber bands, personal address book, blank checks, cigars, his speech (if he is making one), the *World Almanac*, and so on. Most of these articles I keep in one large folder, and each month I bring the little-black-book list up to date.

Just before the chief leaves, I make sure he has enough money with him. If he is going to be out of the United States at any time—perhaps in Canada or Mexico—I check to be sure that he has identification papers with him.

I always go down to the station with him, unless he takes a sleeper that leaves around midnight or so. At the station I find out when he can get on the train and when his berth will be made up. I like to attach to his tickets a card on which I note the time the train leaves, from what station, when it arrives, and when the berth will be made up. I put down his appointments, too, so that all the information will be in one place.

I am seldom certain as to what train the chief will return on, so I solve that problem by giving him a round-trip railroad ticket, which is good any time within the year. All he has to do is purchase his return Pullman accommodations.

All this seems much involved and certainly worthy of the word "headache." My chief is different from a lot of men, in that he is very meticulous with everything, large or small. And you ought to see the results he gets!

Some bosses are different. One may say, "Well, I'm going to Detroit tonight and will be gone a week or so. I'll get my ticket on the way, after dinner. Send me any important mail at our office there, and I'll be seeing you when I get back. Don't work too hard while I'm gone. G'night!"

The way you manage your work has to depend largely on the temperament of the man you do it for.

IVAN MITCHELL has been promoted to acting assistant principal at Western High School, Detroit, and has been relieved of his duties as head of the Commercial Department, a position he had held since 1926. Mr. Mitchell's name is familiar to all commercial teachers, for he is director of the membership campaign of the National Business Teachers Association.

Mr. Mitchell's first teaching assignment was in Rawlins, Wyoming. He taught for one semester in Youngstown, Ohio, but entered military service in 1917. For two years he was an artillery officer; he spent a year and a half of that time in France and Germany. After being discharged from the Army, he returned to Youngstown for one semester. He has been associated with the Detroit schools since 1920.

DR. RALPH R. FIELDS has been appointed director of curriculum for the San Jose (California) city schools. He will work primarily with teachers and principals of elementary schools and will co-operate with the junior and senior high schools.

Dr. Fields was formerly acting assistant professor of education at Stanford University, where he taught methods courses and supervised student teachers. His master's and doctor's degrees are from Stanford. He has taught in high school and evening school and was formerly office manager of a law firm.

DONALD C. FULLER has joined the teaching staff of Westbrook Junior College, Portland, Maine, as an instructor in secretarial science. He has two degrees from

Boston University and has completed most of the work required for the doctorate at the Graduate School of Education, Harvard.

Mr. Fuller formerly taught in high schools in Woodridge, New Jersey; Auburn, Massachusetts; Exeter, New Hampshire. He was an assistant in economics at Boston University while working for his master's degree. As a part of his graduate research, he has photographed the eye movements of a hundred typing students.

NEWs HAS BEEN RECEIVED OF the death of L. H. Hausam, of Emporia, Kansas. Mr. Hausam was seventy-one years old. He became interested in penmanship at the age of fifteen and spent almost his entire life developing his system of handwriting instruction, which gained nation-wide recognition. For five years he was supervisor of penmanship in the Emporia schools. He was also a member of the Emporia Teachers College faculty.

Before moving to Emporia, Mr. Hausam taught in high schools and business colleges in Oklahoma, California, Louisiana, and Kansas. He was president of the Hausam Penmanship Corporation, formed in 1929.

Surviving are his wife, three daughters, two sisters, a brother, a grandson, and a granddaughter.

DAVID B. MOENCH, president of the Henager Business College, Salt Lake City, Utah, died suddenly on September 10, while working in his office at the College.

Mr. Moench held office in the Sons of Utah Pioneers and was an active member of various civic organizations. He was a grandson of Richard Ballantyne, the founder of the Sunday school of the Latter Day Saints Church, and was devoted to the work of that church.

Mr. Moench was well known in business-education circles for his interest in shorthand, typing, and other contests. Henager Business College students carried off many state and national awards and point with pride to winning eleven world records.

Surviving Mr. Moench are his mother, his wife, three daughters, and four sons.



RALPH FIELDS



DONALD FULLER

Recent N. Y. U. Doctorates

FIVE DOCTORATES were recently awarded commercial educators by New York University:

DR. ADELAIDE M. KAUZER, assistant professor, State Teachers College, Emporia, Kansas, has received the degree of Doctor of Philosophy. The title of her dissertation is "An Experiment to Determine the Efficiency of Teaching Spelling and Punctuation in Typewriting Classes." Dr. Kauzer is a graduate of the University of Kansas and received her master's degree from the University of California. She is a member of Phi Beta Kappa, Delta Pi Epsilon, and other honorary fraternities.

DR. HAROLD GILBRETH, acting head of the Department of Commerce of Winthrop College, Rock Hill, South Carolina, received the Ed.D. degree. The title of his dissertation is "A Study of Practices and Policies in Relation to the Conduct of Directed Teaching in Business Subjects in State Teachers Colleges and State Universities." For the past two years, Dr. Gilbreth was a member of the faculty of the Department of Commercial Education at Western Illinois State Teachers College, Macomb. He has degrees from Western Kentucky State Teachers College, Bowling Green (Kentucky) College of Commerce, and the University of Kentucky.

DR. CLARENCE S. BOYLE, professor of accounting and chairman of the personnel committee, Brigham Young University, Provo, Utah, received the Ed.D. degree. His thesis dealt with "Commercial Education in the Secondary Schools of Utah." Dr. Boyle is a graduate of Brigham Young University and holds his master's degree in retailing from New York University. While studying in the East, he taught at the Packard School, New York City, and Rutgers University College, Newark.

DR. EARL S. DICKERSON, assistant professor of commerce, Eastern Illinois State Teachers College, Charleston, received the Ed.D. degree. The title of his thesis is "The Construction of a Standardized Test in Business Law." Dr. Dickerson holds a master's degree from the University of Illi-

nois and has been a member of the faculty at Charleston for several years.

DR. MAYE HYLTON, instructor in secretarial studies at the N. Y. U. School of Commerce, Arts, and Finance, received the Ed.D. degree. She received her master's degree also from New York University. Her thesis dealt with "A Determination of Skills, Learning Patterns, and Periodic Achievement Standards Involved in the Training of Collegiate Secretarial Students."—*Albert Fries.*

—BUY DEFENSE BONDS AND STAMPS—

LEO M. FAVROT, JR., has taken on new responsibilities at Southwestern Louisiana Institute, at Lafayette, as business manager for the school. He was formerly assistant professor of accounting in the same institution and a public accountant.

Mr. Favrot holds degrees from Louisiana State University, Baton Rouge, and Harvard Graduate Business School. He is a Certified Public Accountant.

ROBERT A. WHITE, since 1937 an instructor at the University of Houston, Texas, has been appointed auditor and head of the College of Business, with the title of associate professor of accounting. He formerly taught at the University of Texas, from which he holds two degrees in business administration.

Mr. White is an officer in two professional accounting organizations and has written on the subject. He received his C.P.A. degree from the State of Texas and is a member of Beta Alpha Psi, national professional fraternity in accounting.



LEO M. FAVROT



ROBERT A. WHITE

English-Improvement Aids

No. 10 of a Series

Selected by E. LILLIAN HUTCHINSON

EDITOR'S NOTE: Teachers of English often desire short, well-selected lists of spelling demons, pronunciation demons, etc., for drill purposes, for testing, for extra-credit assignments, or similar uses. This monthly service page is designed to save the teacher's time in collecting such material. It is suggested that the page be clipped out and mounted in a scrapbook. Suggestions for this page will be welcomed.

Spelling Demons

- | | |
|---------------|----------------|
| 1. affidavit | 6. facsimile |
| 2. affiliate | 7. maintenance |
| 3. coincide | 8. mercantile |
| 4. collateral | 9. mileage |
| 5. consignor | 10. negotiate |

Pronunciation Demons

		Not
1. celluloid	sĕl' ū-loid	sĕl' ĕ-loid
2. favorite	fā' vēr-īt	fāv' rīt
3. laboratory	lāb' o-rā-to' rī	lāb' ra-to' rī
4. probably	prōb' ā-bli	prōb' bli
5. umbrella	ŭm-brĕl' ā	ŭm-bĕ-rĕl' ā

Synonyms

Number. The amount of units.

Quantity. Amount or portion; extent; size; degree.

Please include in your report the *number* of cartons shipped to this customer as well as the *quantity* of sugar in each carton.

Criticize. To examine or judge the merits of; also to find fault with.

Censure. To criticize adversely.

Beginning September 1, the personnel manager will *criticize* the personal appearance of all members of the sales staff. We hope he will find nothing to *censure*.

Words Often Confused

Personal. Individual; private.

Personnel. Persons engaged in a certain service; the staff.

The manager in charge of *personnel* is always glad to discuss *personal* problems with any member of our staff.

For. A preposition.

Four. Next after three.

Fore. The front.

The salesman's report showed no increase in sales *for four* months. He formerly was in the *fore* of all the staff.

Vocabulary Building

Arterial. Pertaining to a main highway or other main channel of transportation, because of the resemblance to the function of an artery in carrying life blood.

A Punctuation Rule

When two or more words are used *before* a noun as if they were but one adjective, the expression is hyphenated.

a smooth-running motor	in first-class condition
a 10-foot pole	an able-bodied person
a well-known man	pay-as-you-go policy

* When an expression like those above *follows* a noun, however, the hyphen is not usually needed because the relationship of the words has changed.

a pole 10 feet long
a man well known in art
goods sent first class
a niche built in the wall

Exceptions: 1. Adverbs ending in *ly* are not hyphenated in compound modifiers, preceding a noun.

a hastily drawn conclusion

2. No hyphen is inserted in a two-word proper noun used as an adjective.

North American continent New York subway

A Writing Pointer

The purpose of the periodic sentence—the sentence that is not complete either in thought or in grammatical structure until the end or “period” is reached—is to hold the listener or reader in suspense until the last word is spoken or read.

The elements that make this merchandise desirable, and most merchandise like it, are style and fit.

Periodic sentences are . . . like high explosives—useful when carefully handled; dangerous when used indiscreetly.—*Johns*.

Audio-Visual Aids

FOR BUSINESS EDUCATION

LAWRENCE
VAN HORN



★ Please communicate directly with the firms listed here when you order films. The Business Education World publishes this department as a service to readers but distributes no visual aids.

TREASURY DEPARTMENT, Defense Savings Staff (Carlton Duffus, In Charge of Special Activities), Washington, D. C., has just produced the following film. It is also available through the offices of each of the Defense Savings State Administrators.

America Preferred.—16mm., sound motion picture, 10 minutes, free loan. This film shows defense activities and rural-electrification and soil-conservation projects. Private Ridder, of the Air Corps, explains the purpose of Defense Savings Bonds and Stamps.

FORUM FILMS, INC., 8913 Sunset Boulevard, Los Angeles, California, announces the release of their latest film, which was produced exclusively for educational purposes. This is the third in their series. See the B.E.W., June, 1941, for description of the other two films.

Courtesy Comes to Town.—16mm. or 35mm., sound motion picture, two reels, regular black and white, and Cinecolor, rental and sale prices on request. Mr. Carter, a newspaper publisher, discusses with his son, Tommy, whether members of Tommy's generation are more courteous than his father's contemporaries. Tommy and Betty, with a professional reporter and a cameraman, investigate.

VISUAL SCIENCES, Suffern, New York, distribute a fine 35mm. film strip, *The History of the Typewriter*. Film strips on other subjects are also available.

History of the Typewriter.—35mm., silent, film strip, roll S-II, 32 frames, copyright 1940, by Gerrit C. Zwart. The first known attempt at inventing a typewriter was made by an English engineer, who, in 1714, received a patent on an "artificial machine transcribing letters on paper." The various models and improvements developed since then are illustrated. The typewriter was not the development of one man—rather the re-

sult of slow, patient trial-and-error experimentation over many years. The film was produced with the co-operation of leading typewriter companies.

A USEFUL DIRECTORY, *Problems of American Democracy—Visual and Teaching Aids* (1941), is available from Dr. Lili Heimers, Director, Visual Aids Service, New Jersey State Teachers College, Montclair, New Jersey. Price 50 cents in coin. This 29-page mimeographed directory was compiled by members of the College staff under the direction of Associate Professor John J. Rellahan. (For other publications see B.E.W., September, 1940, page 75.) This directory lists materials available from various sources. It is divided into four main sections: General Information, Political Problems, Social Problems, and Economic Problems.

Audio-Visual Convention

TEACHING AIDS found in such modern devices as the sound film and radio will be the principal topic at the Southern Conference on Audio-Visual Education, which will meet at the Ansley Hotel in Atlanta, November 13-15, 1941. The three-day program will include an afternoon devoted to showings of new educational films; several general sessions, in which talks, demonstrations, and film previews will be intermingled; and an afternoon of specialized group forums, in which educators will meet with technicians and experts for informal discussions of mutual problems. There will be exhibits of the latest types of projection and sound equipment and "world premiere" showings of new educational films.

Shorthand Practice Material

THE GREGG WRITER

Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER

I Meet the Man

From "I Was Winston Churchill's
Private Secretary"

By PHYLLIS MOIR

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A SUCCESSION OF FORTUNATE coincidences resulted in my becoming Mr. Churchill's private²⁰ secretary.

I had just arrived in the East from Hollywood when I read in an evening paper that Mr. Churchill⁴⁰ had the same day landed in America. The picture of Mr. Churchill, beaming genially at the⁶⁰ cameramen and smoking a long black cigar, stirred faintly exciting recollections of wartime days in the⁸⁰ Ministry of Munitions and the Paris Embassy and of a short, stocky figure charging down corridors,¹⁰⁰ sending memoranda to be typed "in a desperate hurry," always shaking up people's settled habits and¹²⁰ speeding up the tempo of everything around him.

Since then I had followed his career with keen interest¹⁴⁰ but I had not seen him for several years. The last occasion, however, had been in its way memorable.¹⁶⁰ I had sat directly behind him in the stalls of a London theatre the night he astonished Mayfair by taking¹⁸⁰ time off from his duties as Chancellor of the Exchequer at the most critical moment of the General²⁰⁰ Strike to see a musical comedy. The English upper classes and all the Americans in London²²⁰ were convinced that this was the beginning of The Revolution and were naturally greatly reassured when²⁴⁰ they saw Mr. Churchill gaily enjoying the performance as though all were for the best in the best of all²⁶⁰ possible Englands.

As all this came back to me I remember thinking idly it would be quite an adventure to²⁸⁰ be Mr. Churchill's secretary. A few weeks later the "adventure" was almost thrown at my head.

As soon as³⁰⁰ Mr. Churchill landed in America he set about looking for a private secretary. Mr. Vincent³²⁰ Sheean, who wished to study Churchill at close quarters, applied for the job, but being an American was³⁴⁰ not eligible. Mr. Churchill was in close correspondence with the British Government and was therefore anxious³⁶⁰ to have a British-born person as his secretary. A good friend of mine. Mr. George Jean Nathan, had³⁸⁰ recommended me to Dr. Henry Goddard Leach,

editor of *Forum Magazine*, for a position on his⁴⁰⁰ staff. Dr. Leach had no vacancies at the time but had heard from a friend that Mr. Churchill was having some⁴²⁰ difficulty in finding the right person to work for him and suggested me for the job.

ON a cold, snowy⁴⁴⁰ afternoon a few days after Christmas I knocked at the door of Apartment 39A in the Tower of the⁴⁶⁰ Waldorf-Astoria, the Churchill's apartment. A tall, lanky man with an angular cockney face opened the⁴⁸⁰ door. I discovered later that he was Sergeant—now Inspector—Thompson of Scotland Yard, Mr. Churchill's private⁵⁰⁰ "shadow."

"I have an appointment with Mr. Churchill," I said, just a trifle nervously.

My friends agree that I⁵²⁰ am a very harmless-looking person, but Sergeant Thompson eyed me suspiciously and gave me a professional⁵⁴⁰ once-over.

"Come in, Miss," he said, a little reluctantly I thought, having apparently satisfied himself⁵⁶⁰ that I was not a cunningly disguised Hindu terrorist. "I'll tell Mr. Churchill you're here."

He took me into⁵⁸⁰ a terribly crowded little room filled with trunks and packing cases. Filing boxes, stationery supplies⁶⁰⁰ and piles of correspondence seemed to be heaped on every table and chair. A harassed looking woman was pounding⁶²⁰ furiously at a typewriter. She seemed too busy even to notice me. Sergeant Thompson disappeared.⁶⁴⁰ After about twenty minutes he returned.

"Mr. Churchill will see you now, Miss," he said in a marked cockney accent.⁶⁶⁰ "You'll find him pretty weak and tired," he went on chattily. "That accident* gave him a nasty jolt and he⁶⁸⁰ only came out of the hospital a few days ago."

Sergeant Thompson ushered me into a spacious drawing⁷⁰⁰ room sumptuously furnished in the English style. The walls were adorned with brightly colored hunting prints. At first I⁷²⁰ thought the room was unoccupied. Then, buried in an enormous Queen Anne armchair by a blazing fire, I caught sight⁷⁴⁰ of a humpy-dumpy sort of figure reading a letter.

It was Winston Churchill.

At first he didn't seem to⁷⁶⁰ notice that I was there and I had time to take stock of my future employer. I had hit upon Mr. Churchill⁷⁸⁰ on what must have been one of the lowest ebbs of his life. The accident had left him in a state

*About a fortnight before, Mr. Churchill had been hit and seriously injured by an automobile.

of complete⁸⁰⁰ physical exhaustion. A deep, livid gash in his forehead gave him the air of a sorely wounded warrior⁸²⁰ and the droop of his powerful shoulders betrayed a weariness which the jauntiness of his attire could not disguise.⁸⁴⁰

He was wearing a brown pinstripe suit with a brown and white polkadot bow tie to match; a white linen handkerchief⁸⁶⁰ stuck gaily out of his breast pocket and his feet were encased in black buttoned boots with odd-looking cloth tops. He⁸⁸⁰ was smoking a huge cigar and a pile of ash had collected on the folds of his waistcoat. I was fascinated⁹⁰⁰ by his small, delicate, beautifully shaped hands—the hands of an artist.

On a table at his side rested⁹²⁰ a blue leather dispatch box with a brass handle and the initials W.S.C. engraved on the lid in⁹⁴⁰ gold letters. Next to it was a neat pile of books and a bowl of pink roses. The windows of the apartment were⁹⁶⁰ wide open to the icy winter air. I glimpsed a glittering Christmas tree in a corner, the sharp red of⁹⁸⁰ poinsettia plants, and a profusion of flowers—lilacs and red carnations.

Eventually Mr. Churchill looked¹⁰⁰⁰ up and said, rather distantly, "I understand you are willing to accompany me on my peregrinations."¹⁰²⁰

I CAN'T remember what I replied, because the next minute he waved the letter he was reading at me and¹⁰⁴⁰ remarked sternly, "You shouldn't have sent me the originals of these letters—your letters of recommendation.¹⁰⁶⁰ They're far too valuable. Why, they might have got lost."

I stood there feeling rather like a schoolgirl who has been reproved¹⁰⁸⁰ by a formidable headmistress.

It was quite a shock to me to discover that the dashing young man I¹¹⁰⁰ had admired years before had matured into such a terrifying personality. I am not by nature¹¹²⁰ a timid person and after three years in Hollywood one is not easily impressed by anyone. But Churchill¹¹⁴⁰ literally floored me. Never in my life have I felt so unimportant beside another human being.¹¹⁶⁰

Then quite abruptly his manner changed. "I was particularly interested in this one from a relative¹¹⁸⁰ of yours, Sir Ernest Moir," he said smiling. "He worked very closely with me in the war and I have a great respect¹²⁰⁰ for his judgment. I'm going to Nassau and will be back in a few weeks. Will you be ready to start work then?"¹²²⁰

"Yes," I replied, and waited for further questions.

"Well, that's that," Mr. Churchill said, and, handing me my letters, dismissed¹²⁴⁰ me with a curt "Good afternoon."

ONCE out of the apartment I was, I confess, assailed with an awful feeling¹²⁶⁰ of apprehension. Here, obviously, was an intensely irritable, erratic, and terrifying¹²⁸⁰ personage, who demanded perfection of those who worked for him and I was to start my career as his private¹³⁰⁰ secretary in a foreign country, where all of his settled habits of life would be completely disrupted.¹³²⁰ To make matters worse I had not taken any dictation for some time and my shorthand was rather rusty. I¹³⁴⁰ began to quail at the thought of what Mr. Churchill would have termed "the grievous tribulations" in store for me. (1359)

(To be continued next month)

Leonardo da Vinci Asks the Duke of Milan for a Job

From "*A Treasury of the World's Great Letters*"

Edited by M. Lincoln Schuster

(Copyright, 1940, by Simon and Schuster, Inc.)

"PERHAPS the most resplendent figure in the human race," Thomas Craven called Leonardo. Certainly it is²⁰ an amazing catalogue of accomplishments that Leonardo himself sets forth with such modest assurance⁴⁰ in this straightforward letter of application. He might correctly have added that he was a geologist,⁶⁰ a botanist, a biologist, and master of many other arts and sciences.

In accordance with the⁸⁰ most modern scientific discoveries, Leonardo believed that all things were made of the same basic substance.¹⁰⁰ He thought flying within the realm of human achievement and built a model of a flying machine. The¹²⁰ perfection of his paintings, the vitality of his merest sketches, the range of his interests, the copiousness¹⁴⁰ of his writings, the balance and profundity of his thought, all have made him one of the legendary titans¹⁶⁰ of all time. His life-long motto—and his daily practice—was "obstinate rigor."

Leonardo was thirty¹⁸⁰ years old when, bored and in search of new fields to conquer, he quit his native Florence, decadent now under the²⁰⁰ Medici, for Milan, flourishing under the rule of Lodovico Sforza. It was to him that Leonardo²²⁰ addressed this letter seeking employment:

"...certain of my secrets"

HAVING, most illustrious lord, seen and considered the experiments²⁴⁰ of all those who pose as masters in the art of inventing instruments of war, and finding that their inventions²⁶⁰ differ in no way from those in common use, I am emboldened, without prejudice to anyone, to solicit²⁸⁰ an appointment of acquainting your Excellency with certain of my secrets.

1. I can construct bridges³⁰⁰ which are very light and strong and very portable, with which to pursue and defeat the enemy; and others³²⁰ more solid, which resist fire or assault, yet are easily removed and placed in position; and I can also³⁴⁰ burn and destroy those of the enemy.

2. In case of a siege I can cut off water from the trenches and make³⁶⁰ pontoons and scaling ladders and other similar contrivances.

3. If by reason of the elevation³⁸⁰ or the strength of its position a place cannot be bombarded, I can demolish every fortress if its⁴⁰⁰ foundations have not been set on stone.

4. I can also make a kind of cannon which is light and easy of transport,⁴²⁰ with which to hurl small stones like hail, and of which the smoke causes great terror to the enemy, so that they suffer⁴⁴⁰ heavy loss and confusion.

5. I can noiselessly construct to any prescribed point subterranean⁴⁶⁰ passages either straight or winding, passing if necessary underneath trenches or a river.

6. I can make⁴⁰⁰ armoured wagons carrying artillery, which shall break through the most serried ranks of the enemy, and so open⁵⁰⁰ a safe passage for his infantry.

7. If occasion should arise, I can construct cannon and mortars⁵³⁰ and light ordnance in shape both ornamental and useful and different from those in common use.

8. When it is⁵⁴⁰ impossible to use cannon I can supply in their stead other instruments of admirable efficiency⁵⁴⁰ not in general use—in short, as the occasion requires, I can supply infinite means of attack and⁵⁸⁰ defense.

9. And if the fight should take place upon the sea I can construct many engines most suitable either⁶⁰⁰ for attack or defense and ships which can resist the fire of the heaviest cannon, and powders or weapons.

10.⁶²⁰ In time of peace, I believe that I can give you as complete satisfaction as anyone else in the construction⁶⁴⁰ of buildings both public and private, and in conducting water from one place to another.

I can further⁶⁶⁰ execute sculpture in marble, bronze, or clay, also in painting I can do as much as anyone else, whoever⁶⁹⁰ he may be.

Moreover, I would undertake the commission of the bronze horse, which shall endue with immortal⁷⁰⁰ glory and eternal honour the auspicious memory of your father and of the illustrious house of⁷²⁰ Sforza.—

And if any of the aforesaid things should seem to anyone impossible or impracticable,⁷⁴⁰ I offer myself as ready to make trial of them in your park or in whatever place shall please your Excellency,⁷⁶⁰ to whom I commend myself with all possible humility.

P. S. He got the job, and kept it for⁷⁸⁰ sixteen years, until the French invaded the city and captured his employer. Leonardo da Vinci died⁸⁰⁰ in France, prematurely old, at the age of sixty-seven, in 1519. Though hailed by the later⁸²⁰ centuries as "a universal genius," he felt that his "greatest schemes in science remained unrealized" and⁸⁴⁰ that "his quest for perfection in art" was unsuccessful. (850)

Graded Letters

For Use with Chapter Seven of the Manual

Dear Mr. Smith:

I believe the attendance at the tennis game this Saturday will reach a new high. If the games²⁰ continue to draw as large audiences as they have been drawing, all previous attendance records will be⁴⁰ beaten. The University Bulletin writers are certain that the third game will furnish more thrills than all the⁶⁰ others put together. Our team is powerful, but the visiting team is the outstanding one of the East.

They⁸⁰ will come a long distance for the match, and we must see that they receive every courtesy while here. As I have¹⁰⁰ already written you, there will be nothing planned for Thursday night, but on Friday we will give a dinner in their¹²⁰ honor. As chairman of the arrangements, I am tempted to obtain a permit for the use of the fraternity¹⁴⁰ house, largely because it is more suitable for a larger gathering. They could board

there during their stay, and¹⁶⁰ they would have the use of the beautiful tennis courts on the grounds. I would be grateful for your opinion on this¹⁸⁰ matter.

We must not forget, either, to notify the Grange meeting tonight that the neighboring farmers as well²⁰⁰ as the villagers themselves will be welcome to attend the tennis games. I am certain they will be gratified,²²⁰ and that a large percentage of them will turn out to pull for our side.

It is not unreasonable to assume²⁴⁰ that our team will defeat the visitors. If we win, I will get in touch with you concerning the games scheduled with²⁶⁰ the southern teams.

Yours truly, (265)

Dear Mrs. Temple:

Your letter of October 26 has been brought to my attention.

Your goods were shipped a²⁰ few days ago and I am sure you will have them at an early date.

Yours truly, (34)

Graded Letters

For Use with Chapter Eight of the Manual

Dear Sir:

The latest committee report shows that our firm has just made the largest and best investment it has made²⁰ in the past five years. The committee did so on the recommendation of the president, who, incidentally,⁴⁰ boasts one of the longest periods of service of any man in any organization of this kind.⁶⁰ We don't mind admitting that it has been his competent advice in the past that has kept this organization⁸⁰ constantly in the limelight for giving the biggest dividends on its investments.

The latest recommendation¹⁰⁰ submitted to the committee advises that a second dividend be considered, payable in the¹²⁰ next few months.

You can see that your investment with this organization, the oldest of its kind in the Northwest,¹⁴⁰ is one of the best you have made.

At this time, we are sending you a booklet that explains a few new types of¹⁶⁰ industrial investments. We suggest that you get acquainted with them. We are sure you will find they have considerable¹⁸⁰ merit. In fact, they must have exceptional merit or they would not be the success they are today. Many²⁰⁰ serious-minded investors have written us saying what an excellent opportunity they represent²²⁰ for those who wish to put away a little money they are not now putting to use.

After you have studied²⁴⁰ these outstanding bonds, I want you to tell me honestly what you think of them. If you intend to purchase a number²⁶⁰ of them, may I advise that you do so at the earliest possible date. As I stated before, there seems²⁸⁰ to be a tremendous demand for them and in order to be sure to get yours before the issue is entirely³⁰⁰ exhausted, you should put in your request now, without further delay. There has been such a constant flow of orders³²⁰ for the last few months, we wonder how the unsold bonds have lasted so long.

Order yours today.

Very truly yours, (340)

Graded Letters

For Use with Chapter Nine of the Manual

Dear Mrs. Jones:

We are proud to say that every customer knows and appreciates the pleasant shopping²⁰ atmosphere that prevails at this establishment. The convenient location of the store, the high quality of⁴⁰ every item it sells, and the polite tone of the salespersons it engages, all combine to make this store an⁶⁰ ideal place in which to trade.

With Christmas just around the corner, we know you are anxious to get your Christmas⁸⁰ shopping done with a minimum of trouble. Why not take advantage of everything we offer to make your¹⁰⁰ shopping pleasant? By coming to our store, you miss the crowds, buy at reduced prices by paying cash and, in addition,¹²⁰ should you come before Thanksgiving, you will receive a special discount on all your purchases if they total¹⁴⁰ more than \$50. Thousands of our customers, year after year, are delighted to take advantage of this¹⁶⁰ "come-early" invitation. Consequently, they don't have to worry about any last-minute rush and confusion.¹⁸⁰ We hope you decide to join them, too.

If you wish to deposit with us, in advance, the amount that you plan²⁰⁰ to spend for all your shopping, you will not have to wait for change at the various booths when you are making your²²⁰ selections. We will give you a card showing your account number and it will be necessary merely to show it²⁴⁰ to the salesperson from whom you make your purchase. She will record the number and the amount to be charged against²⁶⁰ it. The day after Christmas the unused balance will be refunded to you.

Come in and pay us a visit soon.²⁸⁰ For your information, the bus station is right on our corner. You get off at Union Street and proceed south until³⁰⁰ you come to our large main street door.

Cordially yours, (309)

Great Batters Often Fail

BATTER UP! The batter stands at the plate with the ball speeding toward him at 150 miles an hour. In a²⁰ third of a second he must size up the throw and decide what to do about it.

No wonder batters fail to hit⁴⁰ more often than they succeed! Even the best hitters in baseball with batting averages of .300 and⁶⁰ .400, hit safely only three or four times out of every ten times at bat. Time after time they step up⁸⁰ to the plate and hit a grounder to an infielder, or fly-out to an outfielder, or strike out. They are great batters¹⁰⁰ because their averages are high!

Life often throws tough problems at us. We have to make lightning-fast decisions.¹²⁰ Many of us lose interest in the game of life because we fail so often. The great batters will help to¹⁴⁰ give us courage. Although they fail more often than they hit, they always step up to the plate with the determination¹⁶⁰ to knock the ball over the fence.

If we meet our problems with courage and determination, our averages¹⁸⁰ will break pretty well, too! Remember that great inventors have dozens

of failures before they perfect their²⁰⁰ inventions. Great ball-carriers in football are often stopped for no gain. Great chemists try hundreds of experiments²²⁰ for each important discovery. The great records are made by those who never stop trying! (236)—*McGill News*, *McGill Manufacturing Company*, Valparaiso, Indiana.

SKY SERVICE

By ELISABETH HUBBARD LANSING

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THE ENTIRE CABIN was aware that there was a fledgling flyer aboard and that he was the stewardess' brother.²⁰ Even the most unapproachable passengers seemed to catch the spirit of Tommy's enthusiasm and⁴⁰ smiled sympathetically at the eager little boy.

"Your brother, I take it?" said one man, as Nancy handed⁶⁰ him the morning paper. "He seems to be an ardent flyer already."

"Yes," replied Nancy smiling, "this is the dream of his life coming true."

"Hope he doesn't run into any bad weather on his first flight," the man continued.¹⁰⁰ "The air smelt pretty snowy to me as I came aboard."

"Smelt snowy!" exclaimed Nancy. "Don't let the other passengers¹²⁰ hear you say that. It might make them uneasy. Our weather report predicted the possibility of light¹⁴⁰ snow, but we'd never have been allowed to take off if there were any real danger."

"I know that, of course," said the¹⁶⁰ man testily. "Still, now that I'm up here, I don't like it. My wife used to tell me that I had prophetic bones and¹⁸⁰ they've never failed me yet."

"I hope he's not right," she said to herself, as she went back to Tommy. "Thank heaven, there's only²⁰⁰ one woman aboard, and she looks as though she wouldn't scare easily."

"How is it going, Tommy?" she asked, leaning²²⁰ over his chair. "Still like it?"

"You bet," replied Tommy fervently. "Only I wish I was up there with Jim. Say,²⁴⁰ when do we eat?"

"Good heavens," cried Nancy laughing, "you can't be hungry already. It's only eleven o'clock."²⁶⁰

"My stomach says it's twelve," replied Tommy. "but I'll wait. Hey, Nancy, it looks awful funny over there in the sky."²⁸⁰ Sort of bright, like an electric light."

Nancy glanced out of the window and nodded in agreement. Tommy's description³⁰⁰ of the atmosphere was a good one and she leaned across him to get a better view. The air seemed to be charged³²⁰ with a brassy brilliance. To Nancy's excited imagination, the horizon appeared to be drawing in³⁴⁰ toward them, closing the plane and its passengers in a thick bowl of heavy blue, almost black. Down below, the earth³⁶⁰ was a vast expanse of bleak cornfields. There was nothing on this limitless plain to cast a shadow, and the sun shone³⁸⁰ like a cold, clear light, harsh and merciless. Nancy shivered as she drew back.

"It does look rather grim out there," she said,⁴⁰⁰ trying to speak lightly, "but I wouldn't worry

about it. There are no clouds, so it's not likely we'll get a storm."⁴²⁰

"I'm not afraid," said Tommy indignantly. "I was just showing you that funny light."

Some of the other passengers⁴⁴⁰ had evidently noticed the odd, super-charged atmosphere. Nancy tried to be as reassuring as⁴⁶⁰ possible in answer to the various comments and exclamations, but it was difficult to assume an⁴⁸⁰ attitude she was far from feeling.

"No, there's no danger of a storm hitting us before we reach Kansas City," she⁵⁰⁰ said consolingly to an elderly man, who was nervously folding and unfolding his newspaper. "We would⁵²⁰ not have been allowed to take off if there were any danger."

"I don't know," replied the man irritably. "I never⁵⁴⁰ saw the sky look like that. It's black!"

"I know it is," said Nancy, "but it's never so blue now as it is in summer."⁵⁶⁰

This was a weak explanation of the strange phenomenon, but she had no better one to give. She was⁵⁸⁰ definitely nervous herself, but she knew she must never let the passengers feel it in any way. She walked quickly⁶⁰⁰ toward the only woman passenger, fully prepared for a difficult few moments.

"Now look here, young lady,"⁶²⁰ said the woman, before Nancy could speak, "don't you come here to me with your pretty words. Letty Brown is no fool⁶⁴⁰ and I know we may be in for a bad storm. I'm all right and I can take care of myself. Been doing it for nigh⁶⁶⁰ onto sixty years. You go tend to those fussy old men."

Nancy almost laughed aloud with relief. "I guess you don't⁶⁸⁰ need me. These people don't seem to trust the airline at all."

Miss Brown patted her hand with a sudden gesture of⁷⁰⁰ sympathy. "They do give you a hard time, don't they? I trust the airline all right and I know they'd never send us out in⁷²⁰ a storm. But there's something brewing up there that I don't like the looks of. It's just as though Satan had a hand in it"⁷⁴⁰ and he was planning something unusual."

"Mercy," exclaimed Nancy, "you make it sound as though the Day of Judgment⁷⁶⁰ had come!"

"Well, queer things happen. Out in this part of the country a storm can come up without the weather man getting⁷⁸⁰ any idea of it beforehand. Storms come right out of the north and sweep across these plains like the devil was⁸⁰⁰ at their heels."

Nancy was relieved to see a young man beckoning to her from the end of the aisle. Miss Brown seemed to⁸²⁰ have a ghoulish delight in prophesying some dire occurrence and it added very little to her own peace⁸⁴⁰ of mind. She left her hurriedly and hastened down the aisle.

"Just wanted to say that if there's anything I can do⁸⁶⁰ to help answer all these questions, I'd be glad to," offered the young man. "My name is Rufus Eldridge. You seem to be⁸⁸⁰ having a hard time with some of these people."

"Thanks a lot," replied Nancy. "I think most of them realize there's no⁹⁰⁰ danger. They seem to be pretty quiet now."

"That young brother of yours is the only calm person aboard," commented⁹²⁰ Mr. Eldridge. "He's a great kid."

Nancy smiled. "Tommy's not afraid of any-

thing. It's his first trip, though, and I⁹⁴⁰ hope nothing—"

"Nothing's going to happen," he interposed quickly. "I feel it in my bones."

"Either your bones or that⁹⁶⁰ man's up there are lying then," replied Nancy, laughing. "His tell him just the opposite, so he says."

She left him, feeling⁹⁸⁰ that she was sure of one passenger at least who would not cause her any trouble, and went forward to the pilots¹⁰⁰⁰ cabin. Perhaps Jim would be able to set her doubts at rest about the ominous appearance of the sky.¹⁰²⁰ She found Jim and his assistant deep in consultation, with a map spread out before them. Jim was at the controls,¹⁰⁴⁰ but he kept a watchful eye on what the assistant was pointing out on the map.

"Jim," cried Nancy, startled by their¹⁰⁶⁰ unusual activity and preoccupied air, "is there anything the matter?"

Jim looked at her quickly.¹⁰⁸⁰ "No, of course not," he answered. "There's nothing to worry about. How are the passengers behaving?"

"Oh, they're a little¹¹⁰⁰ nervous. This sky looks so heavy, sort of—"

"Yes, I know what you mean," interrupted Jim. "Here, Vance. What did you find¹¹²⁰ on that map?"

"There are two within the next hundred miles," replied Vance. "What do you think?" He was a thin, wiry young man,¹¹⁴⁰ whom Nancy knew only slightly, but she liked his air of assurance and his respectful attitude toward Jim.¹¹⁶⁰

"Two what?" asked Nancy, utterly mystified by this last remark.

"Two emergency landing fields," explained Vance. "Jim¹¹⁸⁰ seems to think—"

But before he could finish his sentence, Jim gave an exclamation of startled surprise. "Look at that!"¹²⁰⁰ He pointed toward the right-hand window and both Nancy and Vance turned quickly to see what could have happened. A huge¹²²⁰ mass of black clouds, heavy and menacing, towered out of the northern horizon. Even as they looked toward it¹²⁴⁰ for a moment of horrified amazement, it seemed to grow larger, blacker, and more terrifying, moving toward¹²⁶⁰ them with relentless speed and purpose. Points of vivid light flicked the topmost peaks of this massive cloud mountain,¹²⁸⁰ outlining it clearly and impressively in the darkening blue of the sky. The sunlight grew dimmer and, while they¹³⁰⁰ watched, it was blotted out by the steadily encroaching blackness. A gray radiance filled the cabin, weird and¹³²⁰ luminous after the brilliant light of the sun.

"It's coming all right," said Jim grimly. "Where's that map? I'm going to hit¹³⁴⁰ the first emergency field I can get to."

"It's only a few miles from here," replied Vance quickly. "I'll radio¹³⁶⁰ that we're landing there." (1364)

(To be continued next month)

* * *

HAVE YOU ever wondered why the United States one cent stamp is printed in green, the two cent stamp in red, and the³⁰ five cent in blue? And did you know that in other countries the same color scheme is used? It doesn't just happen.

In⁴⁰ 1863 Montgomery Blair, Postmaster General

of the United States, suggested that⁶⁰ the different countries hold a conference to discuss the postal system and to establish common rates. Result⁸⁰ of the get-together: a Universal Postal Union. One of its acts was to establish the colors¹⁰⁰ in which certain denominations of stamps would be printed. (111)—*Collector's Club Bulletin*

Western Union and National Defense

From "Dots and Dashes"

"WHAT'S the weather?" is the first thought in the minds of America's military and civil plane pilots as they²⁰ step into the operations room of their home airport, preparatory to taking their craft aloft; and until⁴⁰ their weather chart is complete, their ship remains on the ground.

For many years, during the early days of aviation,⁶⁰ flyers took their ships into the air with little or no knowledge of weather conditions even fifty⁸⁰ or a hundred miles ahead. Frequently they flew head-on into heavy storms, with the resultant added danger¹⁰⁰ to themselves, their passengers, and their cargo. Lives were lost, ships demolished, United States mail destroyed due to¹²⁰ inadequate knowledge of the weather conditions along their course.

Today, a nationwide automatic telegraph¹⁴⁰ network, utilizing the most modern equipment, joins together major airports throughout the nation. The¹⁶⁰ 33,000-mile system was established under a contract for service which was awarded by the Civil¹⁸⁰ Aeronautics Authority to the Western Union Telegraph Company. One hundred and twenty-five²⁰⁰ stations, including LaGuardia Airport in New York City, were placed in operation on July 9.

The²²⁰ system is divided into six circuits, covering the six geographical sections of the country. In²⁴⁰ accordance with a regular schedule, each station transmits its weather report to all other stations on the²⁶⁰ same circuit. Half of these reports go to the C. A. A.'s major relay office at Denver while the other half²⁸⁰ go to the second major relay at Louisville. By means of an interconnecting circuit and automatic³⁰⁰ retransmitters Denver resends accumulated reports into the Louisville half of the network while³²⁰ Louisville resends into the circuits controlled by Denver. Within a few minutes each individual station³⁴⁰ is given a complete cross-section report of weather conditions in all parts of the country. Remote-control³⁶⁰ switches located at Denver and Louisville. and at secondary relay offices in Washington,³⁸⁰ D. C., Indianapolis, New Orleans, Fort Worth, San Francisco, and Fargo, North Dakota, enable⁴⁰⁰ C.A.A. authorities to interconnect the six circuits when occasion demands.

In addition to the⁴²⁰ Civil Aeronautics Authority stations, the network includes offices of the Army, the Navy, the⁴⁴⁰ Weather Bureau, the air lines, schools of aeronautics, and certain defense industries. The Army and Navy have⁴⁶⁰ offices at a number of points to serve the aeronautical operations of the two services; they⁴⁸⁰ also have "receiving-only" extensions at intermediate points where it is unnecessary to compile⁵⁰⁰ and transmit information on local weather conditions. Ap-

proximately one hundred installations⁵²⁰ of "receiving-only" extensions were also made in the offices of airlines, air schools, and other defense⁵⁴⁰ industries needing weather reports in the conduct of their work.

During defense or other emergencies the⁵⁶⁰ entire network, may be thrown together for direct transmission and reception from Washington, D. C., and from⁵⁸⁰ other control stations. (584)

You Can't Cut Down the Clouds!

WHEN Thoreau, the nature-lover, saw the woodsman's axe destroying the forest he exclaimed: "Thank God, they cannot cut²⁰ down the clouds!"

There are some eternal things that the destructive powers of men, in all their fury, cannot destroy.⁴⁰ To think on these things is to achieve an inward quiet and peace even in a war-torn world. The stars still shine. The⁶⁰ sun still rises and sets. The mountains are not moved. Birds sing. Little streams dance merrily on their way. Flowers bloom and⁸⁰ give off their perfume. The world goes right on being an everlastingly beautiful place.

There are indestructible¹⁰⁰ qualities of the human spirit, too. Mother-love is immortal, and though crushed to earth it will rise again.¹²⁰ Courage and sacrifice glow with a new light in the midst of the blackouts of hope. Faith gallantly rides the whirlwind¹⁴⁰ that is sweeping the earth.

You cannot cut down the clouds! The spirit of man cannot be destroyed! The finest things of¹⁶⁰ life are immortal . . . they will survive! (166)—*Silver Lining*

By Wits and Wags

AN aviation instructor, having delivered a lecture on parachute work, concluded:

And if it doesn't²⁰ open—well, gentlemen, that's what is known as "jumping to a conclusion." (34)

. . .

THE STUDENT called at a boarding house in his college town to inquire about rooms.

"And what do you charge for your rooms?"²⁰ he asked.

"Five dollars up," was the reply.

"Yes, but I'm a student," he said, thinking the price a bit high.

"That being⁴⁰ the case, it's five dollars down," replied the landlady, who had had experience. (54)

. . .

"DAD, what is a traitor in politics?"

"A traitor," Dad answered, "is a man who leaves our party and goes over²⁰ to the other one."

"Well, then, what is a man who leaves his party and comes over to yours?"

"A convert, my boy. A⁴⁰ convert." (41)

. . .

LAWYER: Why don't you two settle this out of court?

Client: That's what we would like to do, but the police always stop us. (20)

"ANNUAL SALE now on. Don't go elsewhere to be cheated. Come here."

"Wanted: A boy to be partly outside and partly²⁰ behind the counter." (24)

Jinks: My wife thought she heard burglars last night and I went straight downstairs to investigate.

Binks: Gosh! How could you be so³⁰ positive she was mistaken? (26)

Transcription Speed Project

Dear Customer:

You, naturally, want to know about any special offers that we are making. You will be⁴⁰ interested, therefore, in the details of this letter, and the special introductory offer we are making⁵⁰ to your friends.

Every magazine has two principal means of obtaining new subscribers. One is through the⁶⁰ personal efforts of agents. The other is by mailing invitations direct to prospective subscribers.⁸⁰ Our own experience has shown that far better results accrue when these lists of prospects are made up of the friends¹⁰⁰ of our customers. That is why we are directing this letter to you.

If you will send us the names of six of¹²⁰ your friends who are not now subscribing to our magazine, but who, you think, might be interested in doing so,¹⁴⁰ we shall send you, in return, an attractively bound book of the most interesting short stories published during¹⁶⁰ the past few years. This volume will be a valuable addition to your library, and an excellent book¹⁸⁰ for fireside reading during the coming months.

Write the names and addresses on the enclosed order blank, and mail today.²⁰⁰ Your premium is packed ready for shipment.

Thank you, and pleasant reading!

Very cordially yours, (218)

Dear Sir:

No history can give you as graphic a record of man's progress as the four great volumes of "Wonders²⁰ of the Past." No picture is as interesting and absorbing.

Thousands of sets of these books have been selling at⁴⁰ the original price of five dollars a volume. For stimulating interest in school work, they are worth ten⁶⁰ times that price. For giving the student of history a comprehensive background of all history, they are⁸⁰ unequalled. Reading these books will provide topics that cultured people talk upon.

We do not know if we can get enough¹⁰⁰ customers interested in purchasing this set to bring the price down to less than half, or \$7.65.¹²⁰ But that is our objective. Will you indicate on the enclosed coupon whether or not you would¹⁴⁰ be interested in these wonderful volumes if you could get them at the low price of \$7.65?¹⁶⁰

Yours very truly, (165)

The Owl and the Birds

(Junior O.G.A. Test)

AN OWL in her wisdom counselled the birds when the acorn began to sprout to pull it up out of the ground and not²⁰ allow it to grow because

it would produce the mistletoe, from which a bird poison is made. She then advised them⁴⁰ to pluck up the seed of the flax, as it was a plant that brought no good. And, lastly, seeing an archer, she predicted⁶⁰ that this man on foot would make darts with feathers which would fly through space with the wing of a bird. Finding her words were⁸⁰ true, the birds wondered at her knowledge and deemed her the most wise of all birds. (93)

Pioneers and Buccaneers

(O.G.A. Membership Test)

A GORGEOUS LAND lies before you, fair and more beautiful than man before has ever known. Out of the laboratories²⁰ will come new processes to increase *material* things almost infinitely; but only if you will⁴⁰ hold open the channels of free science, unfettered thought, and the right of a man to use his talents to the utmost,⁶⁰ *provided* he gives honest returns for the *rewards* he takes. Don't delude yourselves about your new frontier. For,⁸⁰ on that frontier which will arise over the laboratories, you will find the same *hardships* that your forefathers¹⁰⁰ have found on every frontier since the beginning of time. You will find men trying to grab more than their share of¹²⁰ the common bounties. Buccaneers always thrive wherever men are pioneering.—William Allen White. (134)

THE ALBANY BUSINESS COLLEGE, Albany, New York, has just conducted a triple-barreled promotion project that received much publicity and built considerable good will.

The school staged a series of talks by Zenn Kaufman, nationally known sales authority and author of *Showmanship in Business*. Three meetings were held. The first was held in the morning, for a student assembly. The second, at noon, was co-sponsored by the Albany Advertising Club and Albany Sales Managers Club—this being the first occasion when the two clubs had ever met jointly. The third was an evening meeting for alumni.

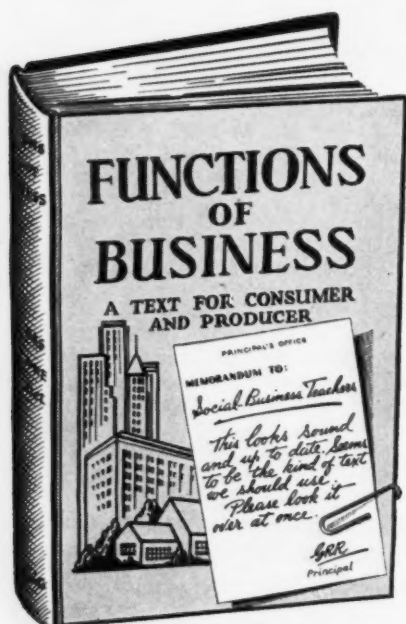
Publicity tie-ups were many and varied. The newspapers carried several stories; the local radio station carried a special sustaining program; local bookstores used window displays featuring the speaker and his books.

Mr. Kaufman covered the topic of "Selling in a World at War" and made especial reference to the new opportunities created by the turbulent world conditions.

He urged a continuance of advertising as an insurance of future profits, saying that "good will is a good thing to use but a bad thing to use up."

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